

Thirty-Sixth Annual Report
OF THE
Ontario Institution for the
Education of the Blind
BRANTFORD

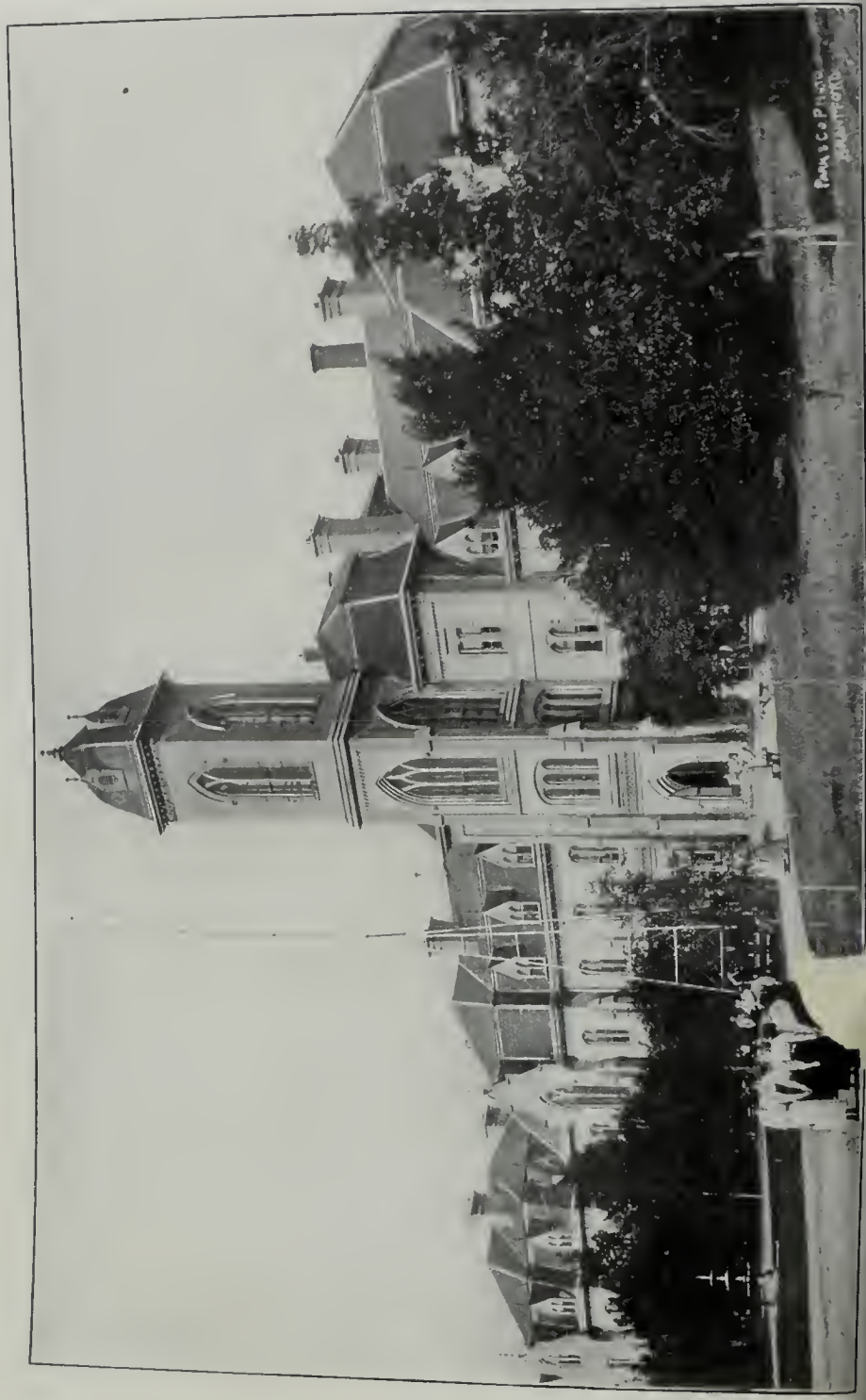
For the year ended September 30th,
1907

(Being Appendix K to the Report of the Minister of Education for the year 1907)

PRINTED BY ORDER OF
THE LEGISLATIVE ASSEMBLY OF ONTARIO



TORONTO:
Printed by L. K. Cameron, Printer to the King's Most Excellent Majesty.
1908.



Park & Co. Photo
Boston, Mass.

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WITH THE COMPLIMENTS OF



HERBERT FAIRBAIRN GARDINER
PRINCIPAL

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WARWICK BRO'S & RUTTER, Limited, Printers,
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APPENDIX K.—THIRTY-SIXTH ANNUAL REPORT OF THE ONTARIO
INSTITUTION FOR THE EDUCATION OF THE BLIND, BRANTFORD,
BEING FOR THE YEAR ENDED 30TH SEPTEMBER, 1907.

HON. R. A. PYNE, M.D., LL.D., *Minister of Education*:

SIR,—I have the honour to transmit herewith the Thirty-sixth Annual Report upon the Institution for the Education and Instruction of the Blind, Brantford, for the year ended 30th September, 1907.

I have the honour to be,

Sir,

Your obedient servant,

H. F. GARDINER,

Principal.

Brantford, October, 1907.

THE INSTITUTION FOR THE EDUCATION OF THE BLIND

In presenting the thirty-sixth annual report of the Ontario Institution for the Education of the Blind, I am glad to be able to state that much useful work has been done in and for the school, and fair progress has been made by the pupils, during the year just concluded, notwithstanding that the attention of officers, teachers and pupils was distracted to some extent by the holding of a public investigation on the premises while the school was in session, and that their labors were interrupted during the months of January and February by an epidemic of measles, which left some of the pupils in weak condition for the rest of the term. The Physician in his report, which is appended, again calls attention to the lack of proper facilities in or about the Institution for taking care of a number of sick persons, and he emphasizes the necessity for a better system of heating and ventilation, which has been frequently recommended, but never provided. It was my privilege a few days ago to inspect, in one of the Public School buildings of Brantford, a new and complete apparatus for heating and ventilating every class room, bringing in a constant current of warm, fresh air; and I could not help thinking how much more necessary was such a provision for a building like ours, in which the pupils spend, not five, but twenty-four hours of each day, and that seven days of the week. Consider further the low vitality of most blind children, their inability to run about and play out of doors as seeing children do, and surely no one will grudge the cost of giving them that best of all medicines, an abundant supply of pure air. Two of the lady teachers lost some time through illness during the session, and two of the male teachers resigned, necessitating a change of arrangements which could have been much more conveniently made, from the Institution point of view, in the vacation than in school time.

Sickness and other causes compelled the withdrawal, before the end of the session, of nineteen pupils who had been enrolled, but at the close there were left ninety studying Arithmetic in five classes, fifty-three studying Grammar in three classes, seventy-six studying Geography in four classes.

fifty-three studying Physiology in three classes, sixty-eight studying embossed or point reading in four classes, thirteen studying Latin in one class, fifty-seven studying pencil writing in three classes, twenty-seven studying English and Canadian History in one class, thirty studying Object Lessons in one class, nineteen studying English Literature and Composition in one class, eighty-nine studying Bible Geography and History in five classes, ninety-two studying Spelling in five classes, twenty doing Kindergarten work in one class, twelve who had cut willow on the farm, thirty-seven who had helped peel the willow, twenty-five who studied cane chair seating, sixteen who had learned to make netted hammocks or horse-nets, thirty-seven who had studied knitting, sixteen who had learned to crochet, twenty-four in the sewing class, thirty-nine in the bead-work, ninety-four in gymnastics, forty-seven taking lessons on the piano from three teachers, ten on the organ, thirty-five studying singing in chorus, two studying solo singing, twenty studying piano tuning. With this quantity and variety of work going on, the right of the Institution to be considered—and officially designated as—a School is indisputable. It is not a Hospital, it is not a Reformatory, it is not a Home nor an Asylum, yet applications, backed by all the influence the applicants can bring to bear, are received for the admission of blind persons ranging in age from three years to seventy-five years, and letters addressed to the "Blind Asylum" are too common to occasion remark. I would strongly advise that the name be changed from "Institution" to "School" for the Blind.

The method of teaching, in such subjects as Arithmetic, Geography, History and even Spelling, has been largely by lecture and dictation, much less use being made of text-books than in similar schools in the United States. The reason for this is that it has been considered too expensive to prepare text-books in raised type for this school alone, corresponding to the books used in the Ontario Public and High Schools, and many of the United States books would not be suitable for Canadian children to use. The School for the Blind at Halifax, N.S., uses English Braille, whereas we use New York point print, in which we have accumulated a large general library. In the United States a book in New York point will be purchased by many schools and their constituents, and Congress has voted a large endowment to be annually distributed among the schools in the several States, for the purchase of books for the blind, hence it has been practicable to use the stereotyping process in the preparation of books in that country. It seemed to me absurdly expensive to make brass plates for such a limited edition of any book as we could use in one school. But I have recently ascertained where I can obtain movable New York point type, and I am in correspondence with a Boston firm with regard to the cost of an outfit. With the Minister's permission, I hope to gradually overcome the disability which I have described, by supplying the pupils of this Institution with Ontario text-books in tactile print, thus reducing the amount of dictation and stylus-writing, to the relief of both teachers and pupils.

I propose also, following the practice of several of the United States schools, to abandon the teaching of embossed line letter and teach the point alphabet from the start, instead of having the pupils learn to read "embossed" first and "point" afterward. This will throw out of use a number of books now in our libraries, but nearly all of them are already printed in point. The point is easier to read by touch than the embossed: indeed, some pupils read the point with facility whose fingers could not master the embossed letters. As writing with the stylus is contemporaneous with the learning of the point letters, the pupils thus taught will be able to take

notes and to read music at an earlier age than is possible when they spend considerable time at school learning the embossed system.

The work done in the literary department of this school is practically the same as is done in the Public Schools, with the necessary exception of Drawing, and with the addition of Latin. Most of the blind pupils belong to families in the laboring class, and if they had their sight they would leave school at or below the age of sixteen and go to work. Hence there is not much demand for instruction in High School subjects, and I doubt if it would be an unmixed kindness to encourage some of our pupils to go to College and work for a B.A. degree. The questions, "What will he do with it? Will it help him to earn a living?" will not do. But the Institution can point to some of its ex-pupils who have held their own with seeing pupils in literary examinations. In April last, Rixou Rafter, an ex-pupil of the O. I. B., received the degree of B.A. at Queen's University, and Arthur Barnard, another ex-pupil, received the degree of M.A., also winning the Louise scholarship in Theology. At McGill, Sherman Swift, another ex-pupil, graduated with high honors in the Modern Language department. Charles W. Carruthers, another ex-pupil, passed his matriculation examination at Woodstock College and expects to enter Toronto University this Fall. He stood third in a class of twenty (all the others having sight) for Matriculation in Arts; fourth in a class of twelve in second-class English; fourth in a class of nine in first-class Latin; first in a class of four in first-class French; second in a class of eight in first-class Ancient History; first in a class of twelve in second-class Chemistry; second in a class of five in first-class Mathematics (Algebra and Geometry); sixth in a class of six in second-class Junior Physics. John Gray, another ex-pupil, who is studying Osteopathy at Kirksville, Mo. wrote me that his marks stood at 98 and 100, and added: "I am now realizing the benefit which I got in drilling on mental arithmetic, biographies, quotations and other cumbersome brain-twisters, which developed my memory and gave me a power to create mental pictures, which is a blind man's sixth sense."

In last year's Report I presented a synopsis of evidence taken and of addresses given on blindness and the blind, the design being to give information to, and awaken the interest of, legislators, the press and the public on matters which concern an afflicted and deserving class of the population. I sent copies of that Report to all the ex-pupils whose addresses I could obtain, as well as to the parents of the pupils now in attendance, and with the consent of the Department I shall incorporate in this Report a number of items from various sources which are likely to be appreciated by blind men and women, and I shall say some things to parents which it is not convenient to convey to each one by private letter, or by special circular. It is the duty of the staff of the Institution to do all that can be done for the betterment of the children and youth sent here for care and instruction, and there is ample reward in the consciousness of duty well done; but the teacher would be less than human whose heart did not respond to expressions of gratitude such as come from some of the parents. The following are a few samples selected from many received:

One parent wrote: "Many thanks for your kind letter and the words of praise for the girls. That, added to their official report, is certainly most gratifying. My daughters have been very happy with you, and the years spent in the O. I. B. will make their lives so much brighter ever after. Please accept my sincere thanks to yourself, the teachers and all those who have been so good, kind and patient with my girls, so far from home. I

think you are doing a grand work, brightening so many lives that otherwise would be very dreary. I thank you again for all your kindness."

Another parent: "I also wish to thank you very much for all your kindness to our daughter and to us, and we thank you for the school report of her progress. We consider she has done capitally. Many thanks to all concerned."

From a pupil's mother: "After examining ———'s report we were very pleased with the progress he has made and it was very satisfactory."

A pupil's father: "I beg to acknowledge the receipt of report of progress of our daughter ——— in the various studies and we wish to say we are greatly pleased with it. Many thanks to you and staff, who have been so kind and helpful to her."

From a Children's Aid Society agent: "I thank you for affording me the opportunity of seeing the Institute and the classes in session as well as leaving the little girl happy and contented in her class. I also want to thank you for the helpful incident you told me in your office about the girl who was helped to see even dimly approaching objects. I believe I shall always appreciate more the ordinary blessings of life. Your helpful morning service is also impressed on my mind, and the hearty singing of the children and older scholars."

From a pupil in vacation: "I am not lonesome for the school yet. I am too glad to be with my parents, but I think that you'll see me back at school again next fall, for I like you all too much to stay away now, and my parents say that I learned a good deal for the time I was there. Good bye, Mr. Gardiner, from your loving scholar ———."

From a clergyman: "Many thanks to you for the great interest and kindness about ———. I am very thankful to you. Please accept my sincere gratitude for yourself and teachers—so good and kind at the imitation of their Principal—*re* all the students."

A parent: "I take pleasure in writing a few lines to you to thank you for your care of my boy. He has done wonderfully well. I am so glad I sent him to your school. I wish I could have sent him before, but I could not; he was not strong enough. He is doing well. I could not ask anything more. ——— loves all of you very much and I know all of you are good to him. I will close hoping you will have another successful year, and thanking you once more, I remain as ever your debtor."

An ex-pupil: "You may think I have forgotten all about you because I have not written to you. I am sorry for not writing sooner, as you were always very kind to me. I often think of you, wonder how you are, if you are well."

A pupil home for vacation: "I suppose it will be very quiet since the pupils left the Institution. I have been studying the point print a little since I came home and they all think it is wonderful, and I think it is a great blessing. It makes me happy to be able to read and write a little. I will close with love to all from your affectionate friend."

A pupil: "Father and mother were very well pleased with the progress I made last year and are quite willing that I should go back again, so if nothing comes in the way I will be ready to come when I get the word. I will close with love from your little friend. 'God be with you till we meet again.'"

An ex-pupil: "I thank you for your kindness and will always have a good word for you and also for the teachers. I will always love the school as it has helped to make my life happy. Father and mother send best wishes to you."

A mother: "We got ——'s report the other day and were glad to see he is getting along so well, and thankful to you for sending it, and I hope —— will be a good boy and do as he is told, for very often I feel very lonely without him, but when I see how he is learning, you don't know how thankful I am to know there is such a good place."

From a mother: "We are very glad to hear that —— is out of danger and we hope she is still improving. It is a great comfort for us to know that she is so well looked after and is in such a comfortable place. I am very thankful to you for all the trouble you have taken with her and the interest you have shown in her behalf even before she took sick."

A mother: "I am very glad that there is such a good Institution to send him to, and I take this opportunity to thank you for your goodness to my boy."

A father: "We have received the report of progress of our daughter —— and we are indeed very pleased with it, and we think great praise is due to her tutors who helped her to make such progress in so short a time, for which we sincerely thank you and through you all who have been so interested in her and so kind to her."

A mother: "I received your report of pupils' progress and was pleased to know —— took so many marks for good conduct. I think he has done very well for the short time he has spent in the Institution. I am well pleased to know that he is in such a good place. I hope he is not too much trouble."

From a parent: "Mr. Gardiner, It is with a heart full of thankfulness that I pen these few lines to you to thank you for your fatherly care of my dear boy. He is doing well and has done far better than I expected. I have a great interest in your school and will do all I can to get others to send any who need such a school. I now close, asking God's blessing on your work."

From a mother: "I think it is simply wonderful what my eldest daughter has learned in her three years, and she has enjoyed the work as well. You have all been so good and kind to them both. Will you kindly convey my sincere thanks to all those who have made it pleasant for them and accept a large share for yourself. Thanking you very much for past kindness, I am," etc.

From a pupil's parents: "I have often thought of writing to you, to express our appreciation of your kindness to our daughter, and of the watchful care for her welfare in the school. I know, from her conversation when she was home at Christmas, that you are most careful to do all that is possible for the advancement, and also for the happiness, of those under your charge. We are satisfied that our daughter is under the care of one who takes so much interest in all the pupils, in every way, morally, physically and mentally."

From a pupil's father: "I cannot thank you too much, or convey my sentiments properly to you and the teachers, for what you have done for my boy. To you and your staff I send the best thanks of myself and family for your devotion and kindness to suffering humanity."

While I am proud to have received such kind and appreciative letters as these, for the most part from people whom I have never seen, it is not for the mere gratification of personal vanity that I include the extracts in the Report, but rather to serve as an introduction to a subject upon which I have been asked by several correspondents to give an opinion. Should there be a Compulsory Education law applicable to the blind? I have in mind two recent cases in which girls who ought to be in the school, who

want to come and whose mothers want to send them, are kept home because their fathers do not like to part from them. I know two boys who actually came to the school, whose fathers were quite willing to leave them here, but the mothers were lonely without the boys and they are now at home growing up in ignorance. Two other boys were here for a short time with the consent of both parents, but they were homesick and the parents took them away before the boys had time to become acquainted and settle down to their work. These and other cases, including some in which children who should have been here at seven years of age were kept at home until they were fifteen or sixteen, would seem to point to the propriety of a compulsory law, and such laws are on the statute books of several States, though I have not heard of their rigid enforcement anywhere. But there is another side to the question. The afflicted child—blind, deaf, lame, feeble-minded—is generally the pet of the household, the one for whom the love of the father and the mother is most intense, and I do not covet the task of forcibly taking that child from the unwilling arms of its parents, and carrying it perhaps several hundred miles from home. I have nothing to say against the law which says that every seeing boy and girl shall go to school, obedience to the law involving separation of the child from the parent for a few hours each day. But when the separation is to last three-quarters of a year, the consent of the parents should be obtained. More correspondence, more canvassing and visitation may be required to get the child into the school; in some cases all efforts may fail, but of the two evils I consider the compulsory system the greater. To do good work, the teachers want the sympathy and the moral support of the pupils' parents; in the interests of discipline expulsion from the school should be regarded as the worst of all possible punishments; it is desirable that the parents should retain their interest in their children, providing them with clothing and looking after their comfort and happiness: willing and grateful parents do these things gladly, but indignant parents, smarting under a sense of wrong, would oppose rather than assist. I have taken much pains to ascertain the whereabouts and circumstances of all the blind children in Ontario, not attending school, and I do not think the number is large enough, in view of the other considerations outlined above, to justify the enactment and enforcement of a compulsory law.

The parents, the teachers—all who are concerned in the operations of the school—judge of its work by the results. But the labor of the teachers is sometimes neutralized by the thoughtlessness of parents, who bring their children to Brantford days or weeks after the opening of the session, take them home for Thanksgiving, Christmas and Easter, and keep them home for days after the other pupils return, heedless of their own children's loss and of the damage done to other children. I ask the parents to read and take to heart the following article from the *Arkansas Optic*:

"The great and good people of our State have built and are maintaining at great cost to them a splendid school for the education of the deaf. No one who has ever seen the work of our school has ever begrudged one cent of this money. No one who has seen the light of intelligence kindle in the eyes of our little children and the smile of happiness spread over their faces as they realized for the first time that they could learn has ever regretted this expenditure of money. No one who has seen our pupils go out into the world, after graduating, with head erect with the conscious power of a well-trained mind and hand to battle successfully shoulder to shoulder with his hearing brother in the conflicts of life has ever wished our appropriation of money to be less. Every man who has observed the progress of our children after having finished our school knows, and all with whom we have ever

talked have said, that he wished all the money he has spent had been spent as wisely as the money used here.

"We wonder if the parents of deaf children know that education is a kind of chain, made of links, and that each lesson taught is a link. We wonder if they realize that education is like the building of a stone house and every subject, or principle, taught is like a stone of that house. We wonder if they would try to leave the second story out of the house and put up the third story without anything for it to rest upon. We wonder if they don't know that a row of stone cannot be left out without the whole building tumbling to the ground. Don't they know that if one stone is taken out the whole building is made weaker? Don't they know that, when the links of a chain are missing, there is no chain? Don't they know that every lesson taught depends on the one before it in some way? Don't they know that their children cannot understand any lesson until they know the lessons that come before it? Don't they know that every time they cause a child to miss a lesson they are making life harder for the child? Don't they know that such action is a persecution of the child?

"Parents, for the sake of your children, do not let one of them miss a lesson. Under any proper course of instruction one lesson missed will throw a child into muddy water for a week; being away from five lessons will cause trouble for three or four months, and ten lessons skipped will make it impossible for an ordinary child to be promoted. When a child is not promoted, it has to do the same work over again the next year. So you see that to lose ten lessons is about the same as losing the whole year. There is no such thing as a child catching up with its class, or making up for lost time. It is impossible for the ordinary child and most of ours are of the ordinary kind.

"Be just to your child, be fair to our teachers who weep and pray over and labor with your child for its progress. Even if the teachers had the time to go over the lessons which the class learned while your child was absent for the benefit of it alone, it is not human nature for them to be as earnest and clear in their explanations to one as they were to the whole class, and human nature is the particular variety of nature our teachers have. If any parent knows of a teacher with a better kind of nature, please send him or her around at once.

"But even if the teacher could be as enthusiastic over one as over a whole class, the child would be embarrassed and not understand as well and then the whole class would be losing while the teacher was trying to help your child. It is not right for you to injure your own child, to say nothing of the wrong you do other children in the same class, when you take your child out of school. It is wrong; it is unjust; it is inexcusable.

"Why is it that you place so little value on the education of your child? Will you let a stranger be more anxious to help your child than you? Will you hinder your child and injure it while the State is trying to help it? Is it love that prompts you to keep your child at home or to take it out of school? We thought love made us willing to make self-sacrifices for those we loved. You know it is best for your child to enter school on opening day and be there at every lesson. Isn't it a foolish sentimentality that causes you to do otherwise? Real love would force you to do the best thing possible for your child no matter how much more pleasant it would be for you to do otherwise. Be reasonable. Help your child by keeping it in school until closing day.

"We are glad to say that our patrons are showing good judgment and much love for their children this year. Not one parent has asked for his

or her child to come home to help with the crop, though it is about crop planting here. We hope that no such request will be made. We believe that you love your children too much to injure them by taking them out of school. We could name pupils that have not been promoted in four years just because they lost a part of each session. They are discouraged. They will never make any progress. Their parents are to blame for this, no one else. In these cases they have proven their children's worst enemies, though parading under the garb of love.

"Parents, for your children's sake, and in the name of all that is good, and merciful, and kind, let me beg of you to keep your children in school every day of the session. We want to benefit them. Help us to do so."

I have seldom had to encounter parental dissatisfaction with the pupils' progress, and nearly all the parents show proper interest in their children's work; I would prefer dissatisfaction to indifference, for to those who have to do with teaching and training defectives—blind or deaf—the business is serious and arduous. To illustrate by examples from this school, the originals of which would be easily recognizable, might be in doubtful taste, and I will run no risk of hurting the feelings of either the children or their parents in that way. A couple of selected illustrations will suffice, for in most matters connected with the blind experience of one school or country applies to all.

"A visitor sat watching a teacher in the Colorado school as she labored patiently with the least progressive deaf-blind pupil, trying to teach her about the members of her family. At the end of the lesson the teacher told the visitor how she had found it difficult to get whole sentences from the pupil, but that now after three years of apparently hopeless drill the light was beginning to dawn and the results though meagre were appreciable. 'I see,' said the visitor, but, with a sigh at the tremendous labor involved, 'Is it worth while?'

"We do not know," says the Colorado *Index*. "We do know that a frail, delicate girl of fifteen was brought to us three years ago, sightless and practically soundless, and as intractable at times as the wild beast of the jungle. Her face bore the mark of pain and discontent and her time out of school was spent in sitting about without a thought as far as we could determine. We know that to-day she is usually bright and happy, delighted at the least attention shown her and appreciative of all that is done for her. We know that she is one of the neatest girls in the school in the care of her person, handling her knife, fork and spoon at the table as well as the best of our blind children, and we know that she applies herself willingly to the tasks allotted to her in the sewing department and elsewhere. We know that in her room instead of moping she is usually found reading the little sentences prepared for her by the teacher, or writing something original as far as she knows what to write, and we do know that she enjoyed the parade last week almost as much as any of the pupils, and that she takes a real interest in whatever goes on about her. We do not know whether it 'is worth while,' but we remember reading somewhere that when the Master was down here on earth He said something about 'a cup of cold water' to the little ones and seemed to think that even a little child was to receive a great deal of consideration. We are sometimes wondering whether after all, from His standpoint, there is a very great difference in value between producing the smile of intelligence and pleasure and building a railroad, and we often have grave doubts as to whether in the light of infinite Majesty, Power, Wisdom, Goodness and Truth there will be in the end any

very marked difference in the standing of pupil, teacher and railroad builder."

Another instance, from the report of the Perkins Institution: "In the smoky city on the banks of the Allegheny, where the fires of Vulcan are never quenched, and the smoky pall is never lifted, a helpless little lump of humau clay is found, alive to be sure, and breathing, but sightless, voiceless and devoid of the sense of hearing, the pitiful ruin of the temple of a baby soul, but ill-furnished, widowed, and as yet all but untenanted. This poor bit of human driftwood, too, is gathered in and brought to an institution. The years pass swiftly, and we are face to face with a startling transformation. We see a bright, intelligent boy, on the verge of manhood, with well-trained mind, able by speech and writing to communicate with his fellow-men, on the printed page to scan the storied wisdom of the ages, and from this rich harvest field to gather the finest of the wheat. We find a young man deeply interested in doing helpful things, possessing mechanical skill that would put many seeing men to shame. No intricate system of training is responsible for such results as the foregoing, but the rare patience, tact and splendid devotion of three or four consecrated women have done these things for Thomas Stringer, and in greater or less degree for others similarly handicapped."

"Here we have a deaf child—a wee little tot of six or seven—borne from the arms of a weeping, trembling, heart-broken mother; her 'pet,' her very life, it seems, and given over to our protection and solicitations, to begin the long and tedious task of moulding and fashioning the tender and bruised plant and nurturing it to wholesome and sweet growth. The child is spoiled, fractious, stubborn and unruly, caused from over-indulgence at home because afflicted. These habits have to be carefully and tenderly and gradually changed by those in charge. The morals and manners of the child have to have care and attention. And what is true of the deaf child is true of the blind one. Then, too, a great majority of the children come to us physically unsound, perhaps not apparent, caused by the insidious disease that has bereft them of sight or sound. To all outward appearances they are physically perfect. A doctor's diagnosis may verify the outward appearance. But those who have had long and intimate acquaintance with their children know that appearances are oftentimes deceptive. The housing and feeding and care of such children is necessarily a greater responsibility than the taking care of the same number of normal children. These are only a few of the responsibilities imposed upon the superintendents and teachers of schools for the deaf and blind. Ours is a long 'rounding out' process and it is only by eternal vigilance in every phase of life and living that we can wrest ultimate victory."

"Sound health is recognized by all educators worthy of the name as the most important consideration in the training of children. In the case of sightless children the question of health must occupy a much larger share of the educator's attention than would be required in the training of the seeing, for three reasons: The fact of blindness itself is often due to some abnormal or diseased condition of the body in the child or in one or both of its parents; moreover, blindness that is congenital or acquired early in life tends to render its victims timid and inert and thus to retard the healthy physical development of the child through lack of exercise and outdoor air; finally, bodily weakness and lack of cleanliness in the seeing are powerful agents in the generation of certain vices. How much more so then in the case of the sightless, who are constantly thrown in upon themselves.

"It often happens,—indeed we might almost say it usually happens—that from one cause or another the child who comes to an institution for the blind is sadly deficient physically. The loss of sight in itself tends to render the victim inert and timid, but as if this were not enough, parents themselves all too frequently, in mistaken kindness, allow their sightless children to mope about the house, they wait upon them, dress them, and even feed them, instead of teaching them to do most things for themselves and seeing to it that they get plenty of healthful play out in the sunshine and the open air. The result is that the poor victims of this mistaken sympathy remain feeble and undeveloped in body and consequently dwarfed and impoverished in mind and spirit. Only a year ago such a boy came to us, a pitiful little figure, with sallow face, weak body, spindling little legs, and ankles so weak that he could walk about only for a little while at a time:—with no interest in anything or anybody. The writer has never seen such a change in a human being within a single year. The ankles have gained strength, the puny arms and legs grown well rounded and strong, and the face grown young again. The breathing is deeper and stronger, the new, rich blood flows faster, the dormant, ill-nourished brain has been quickened and aroused, and now the erstwhile feeble old man of twelve is a cheerful, natural boy of thirteen, who exercises regularly, plays freely, romps with other boys, and is becoming interested in the studies of the class-room and the other interests surrounding him."

The reports of the Physician, the Oculist, the Literary Examiner and the Musical Examiner are appended. I have noticed a suggestion that the services of a regular salaried physician should be dispensed with, and a doctor be called in when required, as is done in private families. My preference is for the existing system. It is a satisfaction to the pupils' parents to know that the physician makes daily visits to the Institution, seeing every child who is reported to be ailing. Often the ailments are very slight, and the Matron and nurses would not advise sending for the doctor in many of the cases, but the children themselves and those in charge of them feel safer and better after the doctor has pronounced on the case. Dividing the physician's salary by the number of people he has to look after, some of whom are never sick while others require frequent attention during the session, the cost per capita is not excessive. The cost under the fee system for the same number of visits would be greater.

Two of the cases which came under the Oculist's attention require special mention, involving as they do the question of eligibility for admission to the school. With practically normal vision when the eyes are in a state of rest, these pupils were unable to use the eyes for even a few minutes without blurring, pain, watering, headache and other discomforts. One of them, a young lady, had not been able to attend the Public School since the age of eleven; the other, a young lad, dated his asthenopia, or weak sight, in his single eye from an accident by which the other eye had been destroyed. Both these pupils were clearly "unable to attend a common school and read ordinary type without injury," but the unrestricted admission of weak-sighted people to the privileges of the school for the blind might open too wide a door. From my experience, however, I may say that the tendency of people with defective vision is to magnify rather than minimize their seeing ability. Some visitors have expressed surprise that they did not find all our pupils totally blind. As stated in the thirty-fifth Annual Report, "the scientific definition of blindness is the absence of light perception, and the practical definition of blindness is a state in which no occupation can be followed for which vision is required." Some of our

pupils can see to go about in daylight as well as a person with normal vision can see in twilight, in moonlight or in starlight: but that does not imply ability to read by sight or to do any work requiring vision. In practice, it is a great blessing to the blind attending the school that there are some pupils with partial sight among them, for the latter serve as guides to the former in going to church, to town, and in taking exercise about the grounds. Were all the pupils totally blind, the teaching and official force of the Institution would have to be considerably increased.

For the last few years the Literary Examiner appointed by the Department has devoted four days to the work of examination. I recommend that the time be extended to five days—a full school week. Some years ago, there were two examiners, who spent three days each at the work. To do the work thoroughly, five days are required, for all the teachers are equally interested in having full justice done to their classes, and there are some odds and ends to be reported upon, which cannot be properly classified as literary. I observe in the newspapers a demand that the number of examinations in the schools for the sighted shall be reduced, as the strain is bad for the pupils' health, and teachers and parents are beginning to see that education does not consist in cramming for examinations. In a school for the blind it is even more important than in a school for the sighted that the tension should not be too great, on account of the inferior physical condition of the blind. Our plan is to avoid competitive examinations, but to have the teachers review the pupils' work frequently. Twice during the session the standing of every pupil in every class is tabulated from the daily class books of the teachers, the results being communicated to the pupils and kept on record, and a copy being mailed to all the parents and guardians. Then, towards the end of the session, the two gentlemen appointed by the Government come to the Institution and examine the pupils in all the literary and music classes. If there are no famous victories to be recorded there are no physical collapses or mental wrecks.

As the Musical Examiner points out in his report, there was no graduating class this year, but we expect to make an extra showing next year (1907-08). At a special examination in the month of March, Horace Valiant passed the Toronto College of Music second year piano examination with first-class honors. The Theory examinations, held in the first week of June, resulted as follows:

Second year Counterpoint, first-class honors, Thomas B. Kennedy.

Second year Harmony, first-class honors, Thomas B. Kennedy.

Second year History, honors, Thomas B. Kennedy.

First year Harmony, first-class honors, Charles Lavender.

First year Harmony, honors, Louise Deschenes.

First year History, first-class honors, Charles Lavender.

First year History, first-class honors, Louise Deschenes.

Second year Practical Harmony, honors, Thomas B. Kennedy.

First year Practical Harmony, first-class honors, Chas. Lavender.

First year Practical Harmony, pass, Louise Deschenes.

At the very beginning of the session of 1906-07 Mr. George A. Ram-say, Supervisor of Boys, tendered his resignation, to take effect at the end of the year.

The Brantford papers of December 19th stated that at the close of the weekly entertainment at the Institution for the Blind on the preceding evening, Mr. Richard Henderson, one of the pupils, advanced to the plat-

form and delivered the following address to Mr. George A. Ramsay, who is retiring from the position of Supervisor of Boys:

"Dear Mr. Ramsay,—We, the male pupils of the Ontario Institution for the Blind, having learned that it is your intention to discontinue the work in which you have been so successfully engaged during the past fifteen months in order to qualify yourself for the medical profession, take this opportunity to express our regret at parting from you, and at the same time to convey to you our best wishes with regard to your future life.

"We know that you have worked hard, in the gymnasium and on the campus, to build up the health and strength of our bodies, and we can one and all testify to the good results of your labors. Amid the annoyances which attend the care of so many boys, of varying ages and diverse dispositions, you have been kind and patient, and the boys will not forget you.

"That you may also remember us, and may be reminded that we appreciate what you have done for us, we beg your acceptance of this traveling bag, with the assurance that it is but a small token of our high esteem.

"Signed on behalf of the boys,

"Brantford, Dec. 18th, 1906."

Mr. Ramsay was taken entirely by surprise, but he expressed his thanks for the compliment and his appreciation of the good will and courtesy that had been shown him by the pupils from the day he came among them. They had acted like gentlemen. He would never lose interest in the school, and he hoped in future years to renew acquaintance with many of the pupils. His relations with the Principal and the staff had been agreeable, and he went away with the most friendly feelings toward all with whom he had been associated.

Mr. Lorne D. Atkins, who was appointed to succeed Mr. Ramsay, began his duties on March 28th, and resigned on September 9th.

Mr. Ernest A. Humphries, Musical Director, resigned on December 5th, to take effect on January 31st.

The *Brantford Expositor* of January 30th, 1907, said that "at the close of the weekly entertainment in the Music Hall of the Institution for the Blind last night, Mr. E. A. Humphries, who is about to vacate the position of Musical Director, which he has filled for over six years, was called to the platform and presented with a gold-headed cane, the gift of the pupils. An appropriate address was delivered by Thomas Kennedy, a pupil from Guelph, and the cane was handed to Mr. Humphries by Victoria Thomson, a pupil from Ottawa, both the girls and the boys having contributed to its purchase. Mr. Humphries, in returning thanks for the handsome gift, spoke at some length upon the improved relations between the pupils and the teachers since he had joined the staff, confidence and affection now existing where less pleasant feelings had once been in evidence. He personally desired the good of every pupil, teacher and officer, and he would always be glad to hear of progress made and prosperity enjoyed. He counselled those who had been his pupils to work as earnestly and cordially with his successor as they had worked with him, for he would be only too pleased to know that they were doing better in the future than they had ever done in the past. He was leaving the Institution voluntarily, to better himself financially, but he would ever look back with pleasure to the six and a half years spent in the O. I. B. and would cherish to his dying day the friends with whom he had been there associated. Short speeches were made by Mr. Gardiner, Mr. Hossie and Miss Gillin, commending the spirit of the pupils and wishing God-speed to Mr. Humphries who is about to remove to Parkhill, to go into business there as a merchant."

Mr. W. Norman Andrews, who was appointed to succeed Mr. Humphries, began his duties on February 1st, 1907.

On June 11th, Miss Elizabeth Loveys, teacher of sewing, gave notice of her wish to retire, after thirty-two years of faithful service.

On August 15th, Miss Melevell Baird was appointed to succeed Miss Loveys, and she began her duties on September 25th.

On September 13th, Mr. Walter B. Donkin was appointed Trades Instructor, his duties to begin on September 25th.

ATTENDANCE.

The total registration of pupils in the session of 1906-07 was 123, exactly the same as in the session of 1905-06; at the opening on September 26th, 1906, there were 110 pupils as compared with 107 at the opening of the preceding session; at the close 104, as compared with 111. Of the nineteen pupils who were present during a part of the session, but did not remain until the end, two (males) went away in poor health, two (males) did not return after Christmas holidays, and one of them was afterwards reported to be attending a public school; one (male) went home to consult about farm improvements, one (male) left to visit friends on his way home, eight (females) went home ill, one (female) was called to the deathbed of her mother, one (female) left to attend a school for the sighted, one (female) went home to assist in housework, one (female) went to see her sick father, and one (female) left on the removal of her parents from the Province.

Of the 104 pupils who were present at the end of the session, there were 55 males and 49 females.

The number of pupils in attendance at the opening on September 25th, 1907, was 112, as compared with 110 at the corresponding date in 1906, and 104 at the closing of the school term on June 19th, 1907. Of those in attendance at the close of the last term, 86 had returned, nine former pupils, who were not here at the close of last term, had come back, and seventeen new pupils had been enrolled. Of the nine described as former pupils, four were not in attendance during any part of the session of 1906-07. The absence of the eighteen who left in June but did not return in September is thus explained:—

One (male) died of pneumonia during the vacation; one (male) had become ineligible by reason of improved vision in his one eye; one (male) obtained a situation in a piano factory; one (male) had completed his course in tuning and was seeking a situation; three (males) were temporarily detained, and the absence of one (male) was unexplained. Four (females) stayed at home to assist in housework, one took a situation, the parents of two removed from the Province, and three were temporarily detained.

The ages of the new pupils are as follows:—

Males.		Females.	
Twenty-two years	1	Twenty-five years	1
Nineteen years	1	Twenty-four years	1
Seventeen years	1	Twenty years	1
Fifteen years	1	Sixteen years	2
Thirteen years	2	Fifteen years	2
Twelve years	2	Fourteen years	2
Eleven years	2	Thirteen years	1
Ten years	1	Nine years	1
Nine years	1	Eight years	1
Six years	2		
Total	14	Total females	12
		Total males	14
		Total males and females	26

The total registration in the official year, October 1st 1906, to September 30th, 1907, was 144—72 males and 72 females—against 147 in the preceding official year.

PUPILS REGISTERED IN SESSION 1906-7.

<i>Name.</i>	<i>Residence.</i>	<i>Name.</i>	<i>Residence.</i>
Allison, Cameron	Vankleek Hill.	Amyotte, Malvina	Bonfield.
Bondreault, Joseph	Ottawa.	Asi, Rachel	Sarnia.
Brimacombe, James	Victoria Harbour.	Baldwin, Vashiti	Niagara Falls.
Burgess, Lloyd	Princeton.	Barr, Janet	Ancaster.
Cartwright, John	Toronto.	Bickerton, Gladys	Navan.
Chatelain, Jean	L'Orignal.	Branton, Ethel	Hamilton.
Clarke, Walter	Toronto.	Bullock, Eva	Woodstock.
Clemmiett, Wilbert	Omemece.	Capps, Bertha	Toronto.
Colby, Edward	Stratford.	Catling, Nellie	Goderich.
Crew, William	Toronto.	Conybeare, Nettie	Innerkip.
Cundy, John	Arcola, Sask.	Cuneo, Mary	Davenport.
Daniel, Ovilla	Big Point.	Davidovitz, Esther	Hamilton.
Derbyshire, Byron	Athens.	Davison, Winifred	Griersville.
Duff, Charles	Banda.	Dean, Mabel	Stratford.
Elnor, Harold	Toronto.	Deschenes, Louise	Bonfield.
Fenton, Mills	Allenford.	Doherty, Marguerite	Peterborough.
Ferguson, John	Ophir.	Donaldson, Margaret	Lanark.
Frayne, Orville	Forest.	Duciaume, Eva	Rockland.
Gagne, Ludger	Bonfield.	Elliott, Isabel	Elkhorn, Man.
Goldie, Roy	Sarnia.	Foster, Olive	Brantford.
Golz, Gustav	Beausejour, Man.	Fox, Irene	Walkerville.
Graham, Glen	Biram.	Fruiter, Pearl	London.
Harvey, Walter	Toronto.	Hawley, Doris	Winnipeg, Man.
Hawken, Howard	Whitby.	Heimrich, Gertrude	Berlin.
Henderson, Richard	Ancaster.	Hepburn, Alice	Port Elgin.
Higgins, Thomas	Toronto.	Hepburn, Harriet	Port Elgin.
Jackson, Alfred	Brantford.	James, Gertrude	Waterford.
Johnston, Harold	Brockville.	Johnston, Charlotte	Guelph.
Kelland, Wilber	Kirkton.	Kaufman, Blanche	Ridgetown.
Kelley, Byron	Oakville.	Kight, Grace	Kemptville.
Kennedy, Thomas	Guelph.	Leonard, Lily	Toronto.
Lavender, Charles	Dundas.	Liggett, Margaret	Indian Head, Sask.
Lott, Albert	Brussels.	Liggett, Sarah	Indian Head, Sask.
Marotte, Cleopose	Mattawa.	Marsh, Mary	Holland Landing.
McAvoy, Thomas	Bruce Mines.	McEwen, Geraldine	Radisson, Sask.
McBride, Charles	Toronto.	McLeod, Lily	Webbwood.
McCaul, David	Hintonburgh.	McNutt, Ella	Warsaw.
McDonald, John	Alexandria.	McPherson, Helen	Arkona.
McDonald, Norman	Mitchell.	McQuade, Ethel	Stratford.
McKinnon, Neil	Hamilton.	Miles, Mildred	Toronto.
Mealing, Oliver	Brantford.	Muntz, Eva	Vegreville, Alta.
Nicolson, John	Bruce Mines.	Nevin, Pearl	Trent Bridge.
Patterson, Clifford	Dundas.	O'Reilly, Edith	Ottawa.
Porte, Aquila	Aylmer.	Patterson, Alma	Brantford.
Pride, Frank	Moneriffe.	Prosser, Angelina	Toronto.
Rahmel, Harry	Berlin.	Reamsbottom, Ruby	Haileybury.
Raymond, Walter	Collingwood.	Rennie, Lulu	Toronto.
Ross, Leslie	French, Sask.	Rooke, Emma	Dereham Centre.
Sherman, Leonard	Fernie, B.C.	Sells, Kathryn	Dubuque.
Simpson, Edward	Toronto.	Smith, Laura	Dorchester.
Skinkle, George	Warkworth.	Spicknell, Letitia	London Junction.
Stokes, George	Terra Cotta.	Sprengel, Marie	Harrow.
Thompson, Wm. G.	Toronto.	Squair, Ethel	Williamstown.
Treener, Herbert	Kingston.	Stephenson, Muriel	Collingwood.
Valiant, Horace	Toronto.	Stevens, Ethel	Peterborough.
Vance, Frank	Toronto.	Stickley, Alice	Toronto.
West, Lionel	Galt.	Thompson, Gladys	Toronto.
White, Harry	Swansea.	Thompson, Teresa	Hamilton.
Wisner, William	Schomberg.	Thompson, Anna V.	Ottawa.
Wilson, Roy	Kingston.	Wilcox, Catharine	Toronto.
Yarocki, Harry	Garland, Man.	Wolsey, Esta	Toronto.
		Wooldridge, Eleanor	Palmerston.

NEW PUPILS AT OPENING OF SESSION, 1907-08.

Name.	Residence.	Name.	Residence.
Brown, Edward (re-adm.)	Ottawa.	Bullock, Eva (re-ad.)	Woodstock.
Mantel, Ubold	The Brook	Curry, Catharine (re-ad.)	Toronto.
McCutcheon, Roy	Cathcart.	Hewison, Betsy	Toronto.
Murray, Ancile	O'oderich.	McCannan, Beatrice (re-ad.)	Kenora.
Quellette, Arthur	Belle River.	McQuade, Ethel (re-ad.)	Stratford.
Patterson, Clifford (re-ad.)	Hamilton.	Meehan, Laura	Toronto.
Paul, Leonard	Haileybury.	Munro, Isabel	Strathroy.
Paulson, Andrew	Wessington. Alta.	O'Neill, Mary	Hintonburgh.
Porte, Aquila (re-ad.)	Aylmer.	Routley, Elsie	Toronto.
Simmons, Walter	Copper Cliff.	Sage, Edna (re-ad.)	Fanshawe.
Smith, Joseph	London.	Speers, Edith	Griswold. Man.
Steele, Frederick	Perth.	Stearns, Sarah	Ottawa.
Wilkinson, Byron	Sarnia.		
Wisner, William (re-ad.)	Schomberg.		

In previous reports I have referred to the desirability of establishing (where necessary) and maintaining intimate and friendly relations between the school and its ex-pupils, for the good of both. Even the sighted young man or woman, on leaving school, often feels at a loss and would be the better for timely advice or assistance; to the blind person it is much more important. On the other side of the account, if we are to teach the blind children what they ought to know, we should know how and why blind men and women succeed or fail. I have obtained, during the year just ended, the addresses of many ex-pupils, and have sent reports and marked newspapers, as well as letters, to quite a number of them. The nature and intention of this movement is well set forth by the *Colorado Index*, which says:—

One of the most interesting and we believe one of the most far-reaching signs of the times, from the standpoint of results, appears to be rising gradually above the horizon. Not only the schools for the blind but other institutions are awakening to the fact that there ought to be a closer relation between the college or institution and its alumni. One college has established a "Bureau of Appointments" and at present is perfecting the registration of alumni desiring employment or change of position, and especially is it putting forth efforts to collect such data in regard to possible candidates for employment as will enable the college to answer inquiries from prospective employers intelligently and to recommend its graduates with assurance.

The secretary of the Bureau referred to says that "the Bureau (although relying upon the college for funds) has a legitimate place in the work of establishing and maintaining cordial and helpful relations between the alumni of the college and their alma mater, in creating in the minds of its graduates a strong impression that the college is looking after their interests not only immediately upon graduation, but whenever an opportunity of service offers."

The president of the Board of Managers of the New York State School for the Blind says that "In the education of the young blind the two immediate needs which stand out with greater prominence than any others are: First, an accurate and complete record of all the blind of the State, and, second, an equally complete classification as to age, sex, social condition, causes of blindness, previous training if any, and the degree to which they contribute to their own support." The president further states that "such a registry, too, would enable the school authorities to keep in closer touch with their graduates. The blind young man in the beginning of his career

may have such difficulty in getting established as to hopelessly discourage him at the very outset and lead him to give up trying, when a little bit of help and encouragement would have pulled him through."

Mr. Allen, Principal of the Overbrook School, says that "part of the work of our field officer is to visit former pupils, to report upon those who are doing well, to spur on those who should be succeeding and are not, and to find out what help we might give to enable our failures to get on. I have for years noticed this discouragement evident among many of our pupils in the senior year. This is due to the uncertainty they feel as to the future. If the school could be depended upon to stand back of its graduates, I believe the effect on the spirit of the school itself would be magical. Where there is hope and prospect, blind pupils work with a will, but where the uncertainty is too great, it crushes the spirit and the progress of all except the most sanguine or the most determined."

When we remember that a large per cent. of men who enter business fail at some time in their business careers, is it to be wondered at that the blind may fail also? Let us not expect more of our blind than we do of those who have all their faculties. Provision should be made in some way by which the blind graduate as he enters into real practical life may have the benefit of a strong, guiding and faithful hand at his command. Such assistance need not be of much expense to the State, and even if it were to considerable expense it would in many cases be more than repaid in that it would make productive rather than non-productive citizens.

A blind young lady, who left the Institution several years ago, and has been successful as a teacher, wrote me in August, suggesting the holding of a Convention of ex-pupils and the formation of an Association of graduates for mutual benefit. I would like to get the opinions of others on this proposition. As an indication of what might be done by such an Association, the following is presented:—

The Alumnae Association of the Massachusetts School was formed in 1884, the aim of which is:—

First, to render to the institution such systematic reports of the work of its graduates as shall enable it at any time to promptly ascertain the residence, address and occupation of any member of the association or any other statistics concerning her which may be desired.

Second, to carefully tabulate such experience and observations as shall seem of possible value to ourselves or to those who have not yet entered upon "the broad field of battle," and to labor earnestly to do our little and best to forward the work so grandly carried on by the school and its benefactors.

Third, to hold ourselves ready to render, collectively or individually, any service, great or small, which our *alma mater* may require at the hands of her grateful daughters.

The Association adopted a policy—to study the needs of blind women within the Association and without. In 1887, we find one woman reading a paper on sewing, its purpose to incite a proper regard for the care of clothes and to give practical suggestions of means by which blind girls may keep them in order. Another paper gives statistics concerning self-support among twenty-five blind women, only some of whom are members of the Association. About half the number are reported wholly self-supporting. All the others contribute more or less to their support.

In 1888, several members gave their experiences in different kinds of profitable work, as church music, massage, elocution and teaching. It was reported that many blind women living at home were able to sew by hand and machine; they could work beautifully in worsteds, silks and beads.

The questions to meet were:—How may their work be improved and broadened? What means can be devised for putting their wares upon the market?

In 1893 the advisability of establishing rooms for the sale of work was considered and referred to a committee. At the next annual meeting it was voted to establish an exchange in the salesroom of the institution in accordance with permission granted by Mr. Anagnos. The articles came from all grades of workers living in towns or villages near Boston and far from that centre. All work was carefully examined, only that of first-class quality was offered for sale. From a small beginning the receipts have increased to \$1,433 for a year, and there are 77 consignors on the books who are not members of the Association.

The policy of keeping blind women in their homes, among the seeing, is much the happiest one that can be devised for the blind, and the best for the people at large; for any person who struggles bravely against odds is a blessing to the immediate community in which he lives.

EX-PUPILS.

Following are the names of pupils who attended this Institution between the years 1872 and 1906, with dates of entrance and leaving, address at time of registration and present address when the latter is known. In many cases the attendance was not continuous:—

Ainslie, James D., Edgeworth, 1873-83, present address, Leamington.
Airriess, Alfred G., Peterborough, 1887-88, 55 Weller street, Peterborough.

Alexander, John, Oshawa, 1886-87, dead.
Allen, William, Toronto, 1874-76, address unknown.
Anderson, James A., 1875-86, address Bearbrook.
Anderson, Louisa, Kingston, 1872-81, dead.
Anderson, Margaret, Hamilton, 1897-99.
Armstrong, Charles, Moorefield, 1878-89.
Armstrong, Charles G., Brantford, 1877-84, 251 Colborne street, Brantford.

Armstrong, George, 1875-81, address 55 Weller street, Peterborough.
Armstrong, Grace, Ingersoll, 1888-92.
Ashby, Lorne, Pontypool, 1889-98, dead.
Askeu, Robert, Dresden, 1889-94, Dresden.
Atkinson, John, Streetsville, 1885-90, Streetsville.
Austen, Frank, Toronto, 1887-98, went to Austria.

Babb, Griselda, Mitchell, 1879-84, unknown.
Bain, Alexander, Balsam Hill, 1884-1902, Balsam Hill.
Bain, Margaret, Newmarket, 1893-1902, Mrs. W. J. Compton, 39 Regent street, Toronto.

Baker, George W. A., Oakville, 1872-76, Oakville.
Baldwin, John, Port Rowan, 1885-92; 1904-05, Mohawk.
Ballantyne, Robert, 1875-76, address Ballantyne's Station.
Ballard, Henry, Ashburn, 1873-81, Whitby.
Banfield, Thomas, Londonderry, N.S., 1876-83.
Barnard, Arthur, Hamilton, 1885-91, Hamilton.
Barnes, Lillian Daisy, Harriston, 1888-90, dead.
Barton, John, Toronto, 1878-87, dead.
Batt, Minnie, Toronto, 1877-81, dead.

- Battersby, George, Brantford, 1894-95.
 Baxter, Andrew, Galt, 1873-73.
 Baxter, James, Dromore, 1873-79, dead.
 Bayliss, Henry, Toronto, 1872-82, 21 Brookfield street, Toronto.
 Beal, Lena, Brantford, 1890-91.
 Beall, Arthur W., Peterborough, 1897-1900, 249 Park St., Peterborough.
 Bearss, Ethel, Ingersoll, 1905-05, dead.
 Beckstead, Addie, Beckstead, 1878-95, Elma.
 Bedford, Herbert, Ameliasburg, 1891-98.
 Bell, Gordon C., Mattawa, 1901-04, Mattawa.
 Bell, Robert, Mattawa, 1901-05, Mattawa.
 Bell-Smith, Amelia, Toronto, 1878-82, 336 Jarvis street, Toronto.
 Benner, Sarah, Selkirk, 1877-78.
 Bennett, Emily Lucille, Brantford, 1900-01, Mrs. John Moynihan,
 Guelph.
 Bennett, Florence, Kingston, 1872-86, dead.
 Berry, Walter, Toronto Junction, 1893-93.
 Bezo, Albert, Napanee, 1879-91, W. A. Bazeau, 256 Ontario street,
 Kingston.
 Birrell, Robert H., York Mills, 1894-94.
 Bomberry, Elizabeth, Mitchell, 1881-85.
 Boorman, Charles, Cayuga, 1886-90, Waterville, Oneida County, N.Y.
 Booth, Addie L., Brockville, 1876-79.
 Booth, George, Toronto, 1872-76, 188 Lisgar street, Toronto.
 Booth, Sarah J., Bayfield, 1890-92, dead.
 Bower, John, South Gower, 1878-79.
 Bowie, Mary A., Ingersoll, 1873-86, Dundas.
 Boyer, Frederick, Port Colborne, 1875-82, Port Colborne.
 Boyle, Edward, Niagara, 1874-76.
 Boynton, Roy, Port Huron, Mich., 1892-93.
 Bradley, Wellington, Gananoque, 1874-85, Peterborough.
 Bratt, Cora, Amherstburg, 1892-1900, dead.
 Brient, John H., Michipicoten Harbor, 1901-02.
 Britton, Mary, Bobcaygeon, 1875-81, Bobcaygeon.
 Brock, Isaac, Wyevalle, 1891-95, Wyevalle.
 Broom, Robert, 1872-82, Bradford, address unknown.
 Brown, Augusta, Leamington, 1878-79.
 Brown, James, Meaford, 1879-85, Meaford.
 Brown, Mary J., Tyrone, 1874-81, dead.
 Bruce, William, Goderich, 1878-89.
 Bruce, William, Holstein, 1898-1903, Holstein.
 Bruneau, Nelbert, North Bay, 1888-92, removed to Quebec.
 Bryan, Charles H., Dyer's Bay, 1895-1901, Colpoy's Bay.
 Bugg, Thomas, Toronto, 1883-94.
 Burke, Albert Ernest, Toronto, 1891-1904, care Mason & Risch, Toronto.
 Burke, Kate, Staffa, 1879-87, teacher O. I. B., Brantford.
 Burley, Abigail, Ashburn, 1874-86.
 Burley, Allen, Ashburn, 1874-81.
 Burnett, William, Port Severn, 1896-1901, Beeton.
 Burns, Joseph H., Minden, 1877-96, Minden.
 Buswell, Emily, Hamilton, 1880-81.
 Buswell, Frank, Hamilton, 1880-81.
 Butchart, George, Cruickshanks, 1893-94.
 Butters, Charles, Ohio, 1897-97.
 Byers, David, Winchester, 1875-81, Flint Farm, Cannamore P. O.

Cain, Matilda, Oliver's Ferry, 1897-98.
 Callaghan, Patrick, Granton, 1875-83.
 Cameron, Angus, Alexandria, 1885-90, Alexandria.
 Cameron, Annie, Algoma Mills, 1892-94.
 Campbell, Frank H., Jordan, 1872-81, St. Catharines.
 Campbell, Mary A., Keady, 1880-86.
 Campbell, William, Keady, 1880-83.
 Campbell, William, Aylmer, 1889-94.
 Carnrite, Claude, Ameliasburg, 1902-05, Belleville.
 Carr, Charles, Montreal, 1872-75, dead.
 Carr, Elizabeth, Frankford, 1877-81.
 Carr, George, Belleville, 1878-85.
 Carroll, William H. R., Dutton, 1893-1902, Dutton.
 Carruthers, Charles W., Avening, 1892-1904, Avening.
 Carson, Adelia, Bowling Green, 1879-95, Bowling Green.
 Charlton, Ethel, Lynedoch, 1878-90, 86 Madison Avenue, Toronto.
 Chester, Jane, Scarborough Junction, 1879-82, Ellesmere.
 Church, Almeda, Harcourt, 1878-81.
 Clare, Dora, Hamilton or Ancaster, 1883-99.
 Clark, Annie, Napanee, 1878-87, dead.
 Clark, Edgar, Port Dalhousie, 1874-81.
 Clark, Helen, Oshawa, 1886-93, Ellen G. Clark, McGregor St., Oshawa.
 Clark, James, Woodstock, 1895-1906, Bible Training School, Toronto.
 Cliff, Jesse, Port Perry, 1879-80.
 Cochran, William, Ottawa, 1885-86.
 Coleman, John, Kingston, 1879-86.
 Coll, Gertrude, Ridgetown, 1901-06, 125 Collier Street, Toronto.
 Collins, Charles, Toronto, 1887-88.
 Collins, Daniel, Toronto, 1889-93.
 Collins, Elizabeth, Stayner, 1878-83, care of C. L. Houston, Hancock,

Michigan.

Collins, Maria A., Keswick, 1872-75, 23 North Street, Toronto.
 Collins, Samuel, Cornwall, 1899-1902, 1491 St. Lawrence St., Montreal.
 Collison, Nellie, Dixon's Corners, 1894-96, Iroquois.
 Common, Annie, Galt, 1872-81, Galt.
 Common, James, Galt, 1872-82, 252 King Street East, Toronto, care of
 Gerhard Heintzman, or 315 Gerrard Street.
 Common, Mary, Galt, 1873-90, Galt.
 Cook, Albert, Rosseau, 1904-06, care of A. A. Cook, Rosseau.
 Cook, Benjamin, Toronto, 1883-85, 63 Oak Street, Toronto.
 Cookson, Thomas, Toronto, 1895-99, Seaforth.
 Cooper, Kate, Brampton, 1886-96, Brampton.
 Coppin, George W., Toronto, 1885-97, Berlin, Germany.
 Coté, Helen, Belleville, 1883-99, Belleville.
 Cowan, Ida, Stoney Creek, 1878-89, Stoney Creek.
 Cracknell, Emily M., Brocton, 1874-84.
 Crawford, Elizabeth, Cornwall, 1889-94, Cornwall.
 Crew, Benjamin, Markham, 1873-86, 69 Sydenham Street, Toronto.
 Crockett, Marion, Montreal, 1896-1903, went to Perkins Institution.

Boston.

Cronk, Freeman, Wellington, 1872-83, Wellington.
 Cronk, Matura, Wellington, 1872-81, Visitors' Attendant, O. I. B.,
 Brantford.
 Cudhie, Charles, Toronto, 1872-77, dead.

- Culbert, Irma Blanche, Lyn, 1898-1902, Lyn.
 Curtis, Arthur, Mongolia, 1873-82, Essex.
 Dale, Robert, Ottawa, 1875-76, dead.
 Davis, William C., Hamilton, 1873-74.
 Dayman, William H., London, 1883-88, London.
 Deboe, Joseph, Belleville, 1875-80, Belleville.
 Degeer, Rhoda, Mayhew's, 1877-81.
 Denis, Adele, Belle River, 1890-93.
 Dennis, John, Lindsay, 1878-82.
 Derbyshire, Edward, Athens, 1896-1900, Athens.
 Diamond, Edgar, Lansing, 1903-03, Lansing.
 Digby, James, Brantford, 1890-91.
 Doig, George, Peterborough, 1880-85.
 Donaldson, Margaret, Lanark, 1903-07, care of J. W. Donaldson, Lanark.
 Donkin, Walter, Dundas, 1894-97, Trades Instructor O.I.B., Brantford.
 Donohue, Michael, Toronto, 1874-75.
 Drake, Robert, Hornby, 1889-92.
 Drummond, Thomas, Toronto, 1877-83.
 Drury, Catharine, Hazel Brae, 1892-96, King Edward Hotel, Toronto.
 Dunean, Leslie, Brantford, 1890-91.
 Dunlap, Albert, Port Colborne, 1877-81.
 Dunlap, Edward, Port Colborne, 1888-90.
 Dunn, Margery, Port Colborne, 1883-84.
 Dunn, Nelson J., Hornby, 1889-90.
 Dunsmore, Howard, Columbus, 1899-95, went to Manitoba.
 Dyce, Alexander, Cape Rich, 1887-99, 452 Euclid Avenue, Toronto, or care of Gourlay, Winter & Leeming.
 Dyer, Mary, Harmony, 1880-86.
 Eagen, Bertha, Toronto, 1875-88, 36 Madison Avenue, Toronto.
 Eccleston, Allan, Hamilton, 1897-1904, 77 Canada Street, Hamilton.
 Eddy, Mary E., Colborne, 1886-90, Cobourg.
 Edwards, Isabella, Nanticoke, 1877-90, Mrs. Gracey, Nanticoke.
 Ellerton, Thomas, Erin, 1881-89, Erin.
 Elliott, Alpheus, Fairfield Plains, 1876-82, Brantford.
 Elliott, Elizabeth, Mount Pleasant, 1873-74, dead.
 Elliott, Frederick, Perrytown or Mount Pleasant, 1872-82, dead.
 Elliott, Selena, Chesley, 1875-81.
 Etwell, Annie, Uxbridge, 1898-99.
 Fall, Albert, Toronto, 1902-06, 69 Lueas Street, Toronto.
 Fenn, Henry, Ottawa, 1901-02, dead.
 Ferguson, Enie, Toronto, 1896-1906, 28 Bredalbanc Street, Toronto.
 Ferguson, Melville, Cohoconk, 1897-1902, went to U. S.
 Field, Annie, Simeoe County, 1874-1905, Beeton.
 Fields, Richard H., London, 1897-98.
 File, Robert, Paris, 1893-97.
 Filion, George, Ottawa, 1892-95, Coteau du Lac.
 Fisher, Gertrude, Trafalgar, 1899-1902, Trafalgar.
 Fitzgerald, Thomas, St. James, 1879-81, Clarence Street, London.
 Fleming, Joseph, Hamilton, 1893-98, Hamilton.
 Flintoff, George, Clinton, 1900-05, Clinton.

Forbes, Alexander, Montreal, 1896-1905, 15 St. James St., Montreal.
 Forrest, Charles G., Winchester, 1893-94, Military Stores, Quebec.
 Forrest, James, Niagara Falls, 1894-1903, Toronto.
 Foster, Alfred, Toronto, 1889-93.
 Fox, John, Deseronto, 1895-96, 270 Hayward Avenue, Rochester, N.Y.
 Freethy, Thornton, North West Territory, 1902--02, returned to N.W.T.
 Fry, John, Yarker, 1878-83, Box 652, Peterborough.

Gabourie, Blanche, Tweed, 1891-94, dead.
 Gage, Ada, Ryckman's Corners, 1880-94, dead.
 Gallagher, Francis, Bluevale, 1874-86.
 Galvin, Elizabeth, Almonte, 1874-77, Box 150, Arnprior.
 Garbutt, Wilbert H., Brampton, 1882-92, Brampton.
 Garner, Sidney, Toronto, 1891-99, 1208 Bloor Street West, Toronto, or
 care of Mason & Risch.

Garson, Ann, Dromore, 1878-1883, Dromore.
 Gassein, Theodore, Lindsay, 1894-1900, Lindsay.
 Gates, Harry, Toronto, 1889-1901, 87 Claremont Street, Toronto.
 Gates, William E., Toronto, 1872-73, gone to Australia.
 Gauthier, Agnes, Windsor, 1886-94, Visitors' Attendant at Employment
 Institution for the Blind, Saginaw, W. S., Michigan.

Gauthier, Edward, Windsor, 1886-93.
 Gauthier, Grace, Windsor, 1887-94.
 Gentle, Edith Gertrude, Hamilton, 1899-99.
 Getty, Hiram, Mount Brydges, 1874-77, dead.
 Gibbons, Charlotte, St. Catharines, 1873-74.
 Giddings, Jennie, Oakville, 1901-01, dead.
 Gifford, Annie, Woodville, 1882-97, 135 Simcoe Street, Toronto.
 Gifford, Harvey, Simcoe, 1889-1900, Simcoe.
 Girardot, Anna, Sandwich, 1893-93.
 Glass, Charles A., Sarnia, 1892-93.
 Gluyas, William, Leamington, 1879-81.
 Gorrie, Kate A., Cataraqui, 1884-86.
 Gorrie, Samuel J., Cataraqui, 1884-87.
 Gosslin, Annie, Bonfield, 1896-1901.
 Gowers, Arthur, Windsor, 1895-1902, 29 Glengarry Avenue, Windsor.
 Graham, David, Birnam, 1905-06, Birnam.
 Graham, Mary, Fergus, 1872-81.
 Granger, Charles H., Scarborough Junction, 1887-88.
 Gray, Emily Mary, 1898-1900, Newmarket.
 Gray, Finlay, Martintown, 1873-80, dead.
 Gray, John, Britton, 1901-05, went to study osteopathy at Kirksville,

Mo.

Green, Annie, Burtch, 1885-96, Mrs. Wm. Gould, Glencoe.
 Green, Margaret, Toronto, 1902-05, 13 Close Avenue, Toronto.
 Greene, Bernice E., Athens, 1899-1901.
 Greenwood, Mary E., Pepperlaw, 1873-1881, Toronto.
 Griffin, William, Basingstoke or Grassy's Corners, 1884-96.
 Gulbrandsen, Lorenzo, Ottawa, 1888-99, 280 Dalhousie St., Ottawa.
 Gunn, Harry, Woodstock, 1891-95, went to England.
 Gunning, Edith Bertha, 1898-98, Toronto.

Haines, Kate, Hamilton, 1891-1902, Hensall.
 Halford, Allanette, London, 1876-90, 442 Lincoln Avenue, Cleveland, O.

Hall, Anna, Amherstburg, 1901-06, Hillsdown, Alberta.
 Hamilton, Emory, London, 1886-89, went to California.
 Haneock, George, Napanee, 1885-89.
 Hanmore, Catharine, Walkerton, 1884-86, dead.
 Hareourt, R. J., London, 1888-90.
 Harkness, William Wallace, Mallorytown, 1875-80, went to Northwest.
 Harnden, Wilmot, Kingston, 1896-97.
 Harris, Thomas, Madoe, 1873-75, Madoe.
 Hart, Almeda, St. Thomas, 1883-1904, care of D. H. Gooding, St.

Thomas.

Hartford, Eli., Rondeau, 1880-81.
 Hartford, Mabel, Leamington, 1883-87.
 Hartford, Orlando, Rondeau, 1887-81, Blenheim.
 Harvey, Annie May, Toronto, 1897-97, dead.
 Hawkins, Margaret, Toronto, 1878-82, dead.
 Hayes, Alvin, Alvinston, 1893-97, Alvinston.
 Hayes, John, Luther, 1873-81.
 Hays, Mary A., London, 1872-73.
 Head, Peter J., Trowbridge, 1872-75.
 Hearne, Elizabeth or Eva, Ethel P. O., 1874-81, dead.
 Heimrich, Gertrude C., Berlin, 1906-06.
 Helmkey, Charles, Toronto, 1899-99.
 Helson, Louisa, Warkworth, 1875-79, dead.
 Henderson, Louise, Hamilton, 1893-96.
 Hennessey, Jane, Beamsville, 1886-92.
 Hermon, Edward, Rednersville, 1881-92.
 Hermon, Ridley, Rednersville, 1881-92, Cookstown.
 Hicks, Mary, Hoard's Station, 1892-1905, Godolphin.
 Higgins, Mary A., Toronto, 1894-1900, 51 Belmont Street, Toronto.
 Hilker, George, Waterloo, 1896-98, Waterloo.
 Hill, Isabella, Hill's Green, 1873-80, dead.
 Hill, Mary, Hill's Green, 1873-80, dead.
 Hinman, Annie A., Dundonald, 1873-85, Edville.
 Hixon, Joseph, Mount Brydges, 1872-75, dead.
 Hodge, Eliza, Mitchell, 1872-81, Mitchell.
 Holt, Frank, Port Colborne, 1882-88, dead.
 Hopkins, George, Toronto, 1888-90, 15 Sheridan Avenue, Toronto.
 Hopper, Alfred, Eugenia, 1898-1904, Eugenia.
 Hopper, George, Eugenia, 1892-1904, Eugenia.
 Honner, Mary Ann, Eugenia, 1886-92, Eugenia.
 Horner, Florence, Paris, 1885-96, Burford.
 Hotrum, James, 1874-80, Hamilton.
 Houser, Edna, Toronto, 1905-06, Watervliet, Mich., Blind school at
 Lansing, Mich.
 Howden, Thomas, Peterborough, 1885-88, Peterborough.
 Howe, Harry, London, 1890-91.
 Howson, David, Keene, 1875-79, dead.
 Hoyt, Helen, Myrtle, 1873-78, 362 St. Clarens Avenue, Toronto.
 Huffman, William, Grand Valley, 1888-1902, Grand Valley.
 Hughes, John, Creighton Mine, Sudbury, 1903-06, Toronto.
 Hughes, William, Toronto, 1891-94.
 Hughes, William G., Peterborough, 1874-75.
 Humphreys, Charles, Guelph, 1876-78.
 Hunt, Hubert, Toronto, 1893-97.

Hunt, Ralph C., Toronto, 1903-04, 337 Leslie Street, Toronto.
Hunter, Agnes, Exeter, 1884-94, Mrs. Lammie, Hensall.
Hurley, Thomas, Lennoxville, Quebec, 1879-81.
Hurren, Martha A., Wilfrid, 1881-93, Mrs. Freeland, Bolsover.
Hurinbise, Alphonse, Ottawa, 1881-88, Music Store, Dalhousie Street,
Ottawa.

Hyndman, Victoria, Exeter, 1888-91, dead.

Irvine, Frederick, London, 1878-79, dead.

Jardine, John E., 1888-91, Aberarder.

Jerrold, Cyril C., Toronto, 1897-1900, Cuba Villa, Paragon Grove,
Surbiton, Surrey, England.

Jerrold, Wm. Robert C., Toronto, 1895-1901, went to England.

Johnson, Annie, Burford, 1877-82, Burford.

Johnson, Caroline, Hamilton, 1878-86.

Johnson, Frederick W., Islington, 1881-89.

Johnson, George, Trenton, 1888-89, dead.

Johnson, James E., Laskay or St. Catharines, 1876-83.

Johnston, Eva, Strathburn, 1899-1906, Glencoe.

Johnston, Frederick, Bluevale, 1894-1905, Bluevale.

Johnston, Thomas, Goderich, 1878-94.

Joice, Almeda, Demorestville, 1873-82.

Jones, Florence, Barrie, 1889-94.

Joyce, William H., Waterloo, 1895-99, Buffalo.

Judge, Emma, Brockville, 1897-98.

Kaiser, Albert J., Arthur, 1880-93, Bell Piano Factory, Guelph.

Kay, Grace, Brantford, 1896-1906, 76 Charlotte Street, Brantford.

Kelly, William F., Cobourg, 1874-80, Cobourg.

Kelly, William, Sarnia, 1878-85.

Kemp, Elgin, Bronte, 1873-75, dead.

Kennard, James, Winchester or Moorefield, 1872-86.

Kennedy, Chris. J., Brantford, 1887-90.

Kennedy, Kate, Powell, 1876-83, Dundas.

Kennedy, Mary, Bethany, 1874-85, Bethany.

Kenney, Charles J., Dunnville, 1885-95, Dunnville.

Kerr, John, Liskeard, 1882-85.

Kerr, John C., Perth, 1888-1901, dead.

Kerr, Minnie, Brantford, 1889-98, 6 Sheridan Street, Brantford.

Kersten, Bertha, London, 1875-79, Mrs. Anderson, Strathroy.

Kersten, Nina, London, 1872-73.

Ketchum, Annie, Dundonald, 1874-80, dead.

Kiel, William, Salem, 1873-78, Bell Piano Factory, Guelph.

Kiely, Caroline, Stoney Point, 1884-85.

Kimball, William, Toronto, 1898-1903, 96 Sherbourne St., Toronto.

King, Michael, South March, 1876-83.

Kingston, Walter, Moore, 1883-88.

Kirk, R. Charles, Tavistock, 1879-80.

Knapp, Erwin, Plum Hollow, 1875-79, dead.

Kuapp, Ira, Harrow, 1890-98, Walkerville.

Knapp, Katherine, Scone, 1888-91, Scone.

Koch, John, Baden, 1877-78.

- Koerber, Louis, Toronto, 1886-1901.
 Konkle, John H., Beamsville, 1873-83, Beamsville.
- Lamb, Margaret E., Delhi, 1884-85.
 Lanthier, Edmund, Ottawa, 1889-91.
 Latimer, Osborne, Stromness, 1883-86, Stromness.
 Lauzon, Emile, Casselman, 1897-1903.
 Lavery, Samuel, Hamilton, 1883-88, Hamilton.
 Lawrie, Caroline, Oakdale, 1902-06, Oakdale.
 Leaney, James B., Port Dover, 1874-85, Port Dover.
 Lear, William T., Toronto, 1895-1900.
 Leavitt, Charlotte, Cheapside, 1876-77.
 Leblanc, Arcidas, Lefavre, 1896-1903, Lefavre, Ont.
 Lecombe, Jasper, Lindsay, 1874-83.
 Lee, Esther, Markham, 1881-87, 529 Manning Avenue, Toronto.
 Lee, Henry, Mono Centre, 1877-84, Miami, Manitoba.
 Lefler, William H., Simcoe, 1882-83.
 Lemon, Alverston, Simcoe, 1873-81.
 Lemon, Charles, Rockford, 1875-82, Brantford.
 Lemon, John E., Simcoe, 1876-81.
 Leppard, Aaron, Sharon, 1885-94.
 Leppard, Askelon, Sharon, 1872-87, Sharon.
 Leppard, Sandford, Sharon, 1872-83, care of Gourlay, Winter & Leeming, Toronto.
 Leslie, Thomas, Highland Creek, 1879-80.
 L'Esperance, Auguste, Belle River, 1889-95, Belle River.
 L'Heureux, Charles, Windsor, 1904-05, Windsor.
 Libby, Richard G., Toronto, 1899-1901.
 Lidgett, Alice, Kinsale, 1888-1904, Kinsale.
 Lillie, Ethel, Perth, 1890-91.
 Little, David, Wellington, B.C., 1895-1905, 276 North Lisgar Street, Toronto.
 Lloyd, Carl, Newmarket, 1881-93.
 Lonie, Margaret, Brampton, 1882-85.
 Longbottom, Margaretta, Toronto, 1878-79.
 Loop, Enod, Aylmer, 1892-1902, Aylmer.
 Louks or Loueks, Mary Agnes, Lynedoch, 1872-83, Mrs. (Capt.) Jordan-son, Central Avenue, Oswego, N.Y.
 Love, Alfred, Woodstock, 1890-92, A. D. Love, 11 Veto Street, Grand Rapids, Mich.
 Lovine, Ida, Tusearora, 1876-83, dead.
 Lowes, Walter, Brantford, 1885-92, Vendome Hotel, Brantford.
 Lundy, Alberta L., Pine Orchard, 1893-93.
 Luxton, Elizabeth, Luther, 1874-82.
 Lwydd, Henry Charlewood, Huntsville, 1881-1903, Huntsville.
 Lyon, Catharine, London, 1879-89.
- Maedonald, Mary, Hamilton, 1894-1906, 405 Cannon Street East, Hamilton.
 Mack, Charles, Toronto, 1895-1905.
 Mackenzie, Clarence, Lyndhurst, 1892-95.
 Madden, Adelbert, Kingston, 1886-90.
 Malcolm, Jennie, Brantford, 1872-73.
 Malcolm, Roddy, Mount Brydges, 1892-1904, Mount Brydges.

- Malette, Frank, Brockville, 1889-90.
 Mallory, Alva, Lindsay, 1874-82.
 Mallory, Harriet, Yarmouth Centre, 1897-97.
 Mann, Donald, Acton, 1891-92, Acton.
 Mann, Elizabeth, Acton, 1889-98, dead.
 Mann, Flora, Hamilton, 1876-81.
 Mann, Mabel, Goderich, 1879-81.
 Mann, Peter, Acton, 1888-89, dead.
 Manton, T. Albert, Eglinton, 1894-95.
 Marah, Mary, Hamilton, 1877-84.
 Marantette, Susan, Windsor, 1895-1903, Box 479, Windsor.
 Marlatt, Jacob, Vienna, 1878-81.
 Martin, Dosithe, Plantagenet, 1886-91, Lemieux, Ont.
 Martin, Emma, Newbury, 1893-1901, Lambeth.
 Martineau, Arthur, Ottawa, 1898-1901.
 Mathieu, Odilon, Ottawa, 1890-97.
 Matson, Hans, Gravenhurst, 1878-89, dead.
 Matthews, Frank, Pelee Island, 1886-87.
 Maughan, Jane, Owen Sound, 1887-90, Dayton, Ohio.
 Maynard, Lorenzo, Rondeau, 1876-82.
 McArthur, George, Toronto, 1887-98, 315 Gerrard St. East, Toronto.
 McCallum, Elizabeth, Wallacetown, 1885-94, E. Macallum, Wallace-
 town.
 McCarthy, Elizabeth, Toronto, 1878-83, dead.
 McCarthy, Margaret, Ottawa, 1881-83, moved to U. S.
 McCarthy, Michael, Berlin, 1873-75.
 McConnell, William, Toronto, 1884-90.
 McCreary, Edith, Toronto, 1894-1902, Mrs. Bert. Connaghan, Dover-
 court Road, Toronto.
 McDermand, Martha, Clear Creek, 1875-83, Mrs. Charles Lemon, Brant-
 ford.
 McDermid, Robert, Nottawa, 1891-99, Nottawa.
 McDonald, Annie, Napanee, 1874-79.
 McDonald, Archibald, Chesley, 1875-79, 16 Mansfield Avenue, Toronto.
 McDonald, Elizabeth, Chesley, 1877-85, Box 220, Chesley.
 McDonald, Jessie (Fanny), Chesley, 1877-83, Box 220, Chesley.
 McDonald, Jessie, Woodstock, 1873-82, Woodstock.
 McDonald, Lewis, Bridgen, 1889-91.
 McDonald, Margaret, Cedar Springs, 1886-92.
 McDonald, Mary, Toronto, 1889-92.
 McDonald, Patrick, Berlin, 1886-90.
 McDonnell, Charles, Hamilton, 1873-76.
 McDowell, John, Ottawa, 1874-75.
 McDowell, Ruth, Toronto, 1891-1902.
 McEvoy, Jeremiah, Holstein, 1872-73.
 McGivern, Bridget, Toronto, 1896-1900, Rochester.
 McGrath, John, Orillia, 1880-87.
 Mellmoyl, George, Bobcaygeon, 1879-85, Brantford.
 McIntee, Price, Dunnville, 1886-91, dead.
 McIntosh, Christina, Abingdon, 1876-87, 90 Garth Street, Hamilton.
 McKim, William, Cataraqui, 1875-83, Newcombe's piano factory,
 Toronto.
 McKinnon, Mary, Priceville or Dromore, 1880-95, Priceville.
 McLaren, Margaret, Guelph, 1890-92, dead.

- McLaughlin, Huldah, Newmarket, 1882-91, dead.
 McLean, Alice Maud, Craighurst, 1898-98.
 McLean, Margaret, Nottawa or Toronto, 1892-97.
 McLellan, Kate, Hamilton, 1878-81.
 McLennan, Ella, Toronto, 1890-95, went to Batavia school.
 McLeod, George, Cornwall, 1887-90, Cornwall.
 McMichael, Orpha, Waterford, 1873-73, dead.
 McNabb, Charles, Collingwood, 1899-1900, dead.
 McNally, Fred. J., Aurora, 1888-92, Aurora.
 McNeil, Elizabeth, Strathroy, 1884-87, dead.
 McNutt, Ella, Warsaw, 1905-06, care of Charles McNutt, Warsaw.
 McPhater, Jessie, Clyde, 1888-1906, Clyde.
 McPhie, Flora, Guelph, 1878-79.
 McPhie, Mary, Pembroke, 1883-87, Pembroke.
 McQuin, James, Brantford, 1872-83, 18 Sydenham St., Brantford.
 McRae, Mary, Owen Sound, afterwards Toronto, 1901-05, 142 Jarvis St., Toronto.
 McShane, Joseph, Hamilton, 1899-1900.
 Medlow, Frederick, Ottawa, 1891-96, care of J. Orme & Son, Sparks St., Ottawa.
 Metcalfe, Elizabeth, Toronto, 1880-81.
 Miller, Charles H., Guelph, 1900-03, dead.
 Miller, James, Whitevale, 1873-76.
 Miller, Sarah, Brantford, 1899-1901, dead.
 Mills, George, Hamilton, 1877-78.
 Mitchell, James, Wolfe Island, 1882-85.
 Mitchell, William, Peterborough, 1876-89, Box 709, Peterborough.
 Mitcheltree, Thomas, London, 1877-86, 28 Alexander St., West London.
 Montgomery, John W., Pembroke, 1902-03.
 Moodie, Louisa, Canfield, 1893-1900, Canfield.
 Moreland, Alfred, Ottawa, 1881-86, care of Orme & Son, Ottawa.
 Morgan, Henry F., Bayfield, 1872-74, 636 Oxford St., Toronto, or Midland, Ont.
 Morrison, William J., Toronto, 1893-97.
 Moses, Eva, Waverley, 1880-86, Saurin, Ont.
 Mosser, Samuel, Salem, 1875-81.
 Moulton, Charles, Portland, 1890-95, dead.
 Muir, Jane, Port Elgin, 1872-90, Port Elgin.
 Muirhead, Janet, Midland, 1878-81, Vasey.
 Mulholland, Samuel, Hamilton, 1897-98.
 Mulligan, Annie, Cobden, 1880-1905, Perth.
 Mulvahill, Kate, Arnprior, 1875-97.
 Mundy, Roy, Woodstock, afterward Harcourt, 1900-05, went to England.
 Munro, William, Belleville or Foxboro, 1879-85, dead.
 Murray, Bena, Woodstock, 1886-87, dead.
 Murray, Catharine Ross, Woodstock, 1901-03, Woodstock.
 Murray, John A., Allenford, 1881-94.
 Murray, Letitia, Allenford, 1884-1900, 44 Darling St., Brantford.
 Mustard, Robert, Mongolia, 1874-75.
 Myers, Howard, Toronto, 1902-02.
 Nagura, Frederick, Pembroke, 1878-87.
 Nagura, John, Pembroke, 1878-83, dead.

Nagura, Martin, Pembroke, 1878-89, dead.
 Nagura, Mary, Pembroke, 1889-1905, Germanicus.
 Nash, Alice, Bothwell, 1879-97.
 Nelems, Ida, Chatham, 1877-88.
 Nelles, J. Edwin, Paris, 1879-86.
 Nesbitt, Elizabeth, Walkerton, 1874-89, Walkerton.
 Nevins, Lucy, Kingston, 1885-86, 287 Keele St., Toronto Junction.
 Newlands, Thomas, Toronto, 1887-90.
 Newton, Eva, Toronto, 1896-97.
 Nodwell, William, Hillsburgh, 1872-75, 57 Kempt Road, Halifax, N.S.
 Norris, Charles, Mill Point, 1874-76.
 Norris, George, Omemee, 1878-88, Omemee.
 North, Milton, Appledore, 1873-83, 303 Michigan Ave. East, Lansing, Mich.

Oakes, Adrian, Inwood, 1904-04.
 O'Brien, Elizabeth, Toronto, 1905-06.
 O'Camb, Allen, Belleville, 1873-85.
 Oill, Neville, St. Thomas, 1886-95, dead.
 O'Neill, Mary, Bogart or Stoco, 1883-93.
 O'Reilly, Catharine, Mitchell, 1876-81.
 Overholt, Mary, Rosedene, 1884-85, dead.

Painter, Walter G., Toronto, 1899-1900.
 Park, Robert J., Red Wing, 1897-1901, 100 Bloor St. West, Toronto.
 Parker, Agnes, Hamilton, 1884-89.
 Parkes, Thomas E., Rye, Muskoka, 1881-82.
 Paton, David, Colpoy's Bay, 1885-88, Adamsville.
 Pattison, Ambrose J., Clinton, 1890-92.
 Pattison, Maud, Clinton, 1884-89, dead.
 Pender, Peter, Komoka, 1898-1903, dead.
 Pennock, John, Brockville, 1880-87.
 Peters, Robert, Brooke, 1893-97, Brooke.
 Peterson, Ethel, Trenton, 1904-05, Trenton.
 Petrie, Hamilton, Ayr, 1872-77, dead.
 Pillkie, Alice, Chatham, 1875-81.
 Pincombe, Robert, St. Thomas, 1882-92, 42 East Street, St. Thomas.
 Place, Isabella, Algonquin, 1888-93, Algonquin.
 Pode, Emma, Clinton, 1876-89, Clinton.
 Points, J. H. Edward, Chatham, 1893-1901, Chatham.
 Pollard, Henry, Invermay, 1875-76.
 Polley, J. P. M. (Keith), Simcoe, 1900-1903.
 Ponting, Hester, Courtland, 1889-1906, Courtland.
 Porter, Jane, Brantford, 1872-74.
 Potts, Harriet, Allandale, 1881-90.
 Pratt, Dora, Kingston, 1889-92.
 Pratt, Emily, Reading, 1873-81, care of John Wheeler, Clarksburg.
 Pratt, Thomas, Reading, 1884-88, dead.
 Pretty, Isaac D., Ashton, 1884-90, Ashton.
 Prittie, Caroline, Widder, 1880-97.
 Prittie, Emma, Parkhill, 1880-83, Mrs. James Hendrie, Keyser.
 Prittie, Francis, Parkhill, 1880-89, Keyser.
 Prittie, Mary, Widder, 1883-1901, Keyser.
 Prittie, Samuel, Widder, 1882-94, Keyser.

Prittie, Walter, Widder, 1886-99, dead.
 Purdy, Martha, Toronto, 1874-81, dead.
 Purser, John, Cobourg, 1904-05.

Quick, Alice, Gravenhurst, 1898-1902, Hamilton.
 Quick, Laura, Kingsville, 1879-1904, Pelee Island North.
 Quinlan, Cornelius, Stratford, 1884-92, dead.
 Quinn, Elizabeth, Richmond Hill, 1887-99, 78 Davenport Road, Toronto.

Radley, Maud, Hamilton, 1897-98.
 Rafter, Rixon, Arthur, 1891-1902, Queen's College, Kingston.
 Rake, Annie, Woodstock, 1897-1900, Woodstock.
 Randall, William H., Alvinston, 1873-75.
 Rapelje, Sarah, Burford, 1872-74.
 Ratcliffe, Walter, Port Hope, 1897-99, 233 Nelson Street, Brantford.
 Raught, Permelia, Inkerman, 1872-81, Hainesville.
 Raymond, William, Hounslow, England, 1873-77, Postmaster, Brantford.

Rayner, Walter, Brantford, 1892-92.
 Redman, Florence, Kleinburg or Laskay, 1888-1900, dead.
 Reilly, Mollie Holmes, St. Catharines, 1895-97.
 Reinhart, Aloysius, Mildmay, 1898-1904, Mildmay.
 Rennie, Thomas J., Toronto, 1886-98, 292 Jones Avenue, Toronto.
 Richards, Philip B., London, 1872-84, 134 Oxford St., London.
 Richards, William, Copetown, 1872-82, Copetown.
 Richardson, Laura, Hamilton, 1898-1901.
 Richardson, Margaret, Hamilton, 1898-1901.
 Richmond, Sarah A., Parkhill, 1872-1881, moved to Michigan.
 Rigney, Catharine, Toronto, 1880-85, 331 Queen St. East, Toronto.
 Ritzer, Michael, Windsor, 1903-06, Waterloo, Ont.
 Roberts, Fanny, London, 1884-1900, Mrs. Fanny Brothers, Strathroy.
 Roberts, Roger W., Stratford, 1872-76, Stratford.
 Robertson, Guy Carleton, Brantford, 1900-1902, moved to Michigan, attended Lansing school.

Robertson, Margaretta, Meaford, 1889-96.
 Robinson, A. G., Winnipeg, 1897-98.
 Robinson, Bertram, Markham, 1883-90, Markham.
 Robinson, John E., Wilkesport, 1898-1901, went to Detroit.
 Robinson, Kate, Toronto, 1883-85.
 Robinson, William, Chatham, 1879-83, dead.
 Rogers, Alice, Toronto, 1874-86, 86 Trinity St., Toronto.
 Rose, Artemus, Summerstown, 1890-94, Summerstown.
 Rose, Charles J., Iroquois, 1872-84, Algonquin.
 Rose, Florence, Dundas, 1905-05.
 Rose, Thomas, Summerstown, 1891-94, Summerstown.
 Rouillier, Wilfrid, Belle River, 1899-1900.
 Rowe, George, Kinloss, 1874-79, dead.
 Rowe, Maria, North Douro, 1874-83, dead.
 Rowles, Edith, Port Hope or Petrolia, 1880-88, went to England.
 Rumley, Elizabeth, Durham, 1876-78.
 Rusland, Kate, Little Britain, 1889-96, Little Britain.
 Ryan, Kate, Toronto, 1890-92, dead.
 Ryan, William, Trenton, 1902-05, 652 King St. West, Toronto.

- Sager, Floyd, Peterborough, 1905-05, 1196 Hurtle Avenue, Buffalo, or Batavia Institution.
- Sansome, Charles, London, 1884-87.
- Sargent, Francis, Stratford, 1884-91.
- Saunders, Bruce, Brantford, 1898-1905, 42 Spring St., Brantford.
- Sauvé, Elizabeth, Belle River, 1880-82, dead.
- Sauvé, James, Ottawa, 1885-92.
- Sauvé, Matilda, Belle River, 1895-1905, Belle River.
- Sauvé, Napoleon, Ottawa, 1894-1900.
- Scott, Margaret, London, 1898-98, 108 Askin St., London.
- Scott, Rachel, McDonald's Corners, 1900-05, McDonald's Corners.
- Scott, Robert, Beachburg, 1878-86, R. H. Scott, Beachburg.
- Scrimshaw, Jane, Madoc, 1882-83.
- Shannon, Stanley, Brantford, 1902-03, Chatham.
- Sharp, Minnie, Frankford, 1875-76.
- Sharp, Sarah A., Teeswater, 1872-81, Teeswater.
- Shanghnessy, James E., Barrie, 1876-85, 235 Bellwood Avenue, or Newcombe piano factory, Toronto.
- Shaw, Mary Ann, Chatham, 1879-85.
- Shaw, George R., London, 1874-79, General Hospital, Toronto.
- Shepherd, Alice, Toronto, 1878-85, dead.
- Shepherd, George, Hamilton, 1878-96, care Mason & Risch, Toronto.
- Sherritt, John Roy, Harpley, 1899-1900, Harpley.
- Shillington, Lloyd, Blenheim, 1905-05, Blenheim.
- Shillington, Margaret, Harley, 1897-1902, Harley.
- Shonisseler, Lonisa, Brantford, 1872-81.
- Shunk, Charlotte, Bay View, 1877-83, Bay View.
- Simmons, Richard, Brantford, 1901-04, 97 Oxford St., Brantford.
- Simpson, Mary, London, 1876-77.
- Simpson, Samuel, Dickens, 1876-83, dead.
- Sims, Elizabeth (Lily), Moosomin, N.W.T., 1888-89.
- Size, Alice Eleanor, Ingersoll, 1894-99, 48 Markham St., Toronto.
- Sizeland, Bertha, Meaford or Toronto, 1885-99, Bertha Tennant, 88 Markham St., Toronto.
- Slinggatt, William, Oakwood, 1890-93.
- Small, Edward, Elimville, 1878-79.
- Smith, Edmund, Whitefish, Algoma, 1893-97.
- Smith, F. J., St. Clair Siding, 1888-89.
- Smith, Jane, Guelph, 1878-81.
- Smith, John, Toronto, 1893-94, dead.
- Smith, Laura, Dorchester, 1900-07, Dorchester.
- Smith, Oliver, Hamilton, 1886-88.
- Soanes, Frederick, Peterborough, 1878-82.
- Spencer, Edwin, Toronto, 1888-91.
- Stabbach, Maud, Beaverton, 1887-1902, Beaverton.
- Stainton, J. B., Simcoe, 1888-89.
- Stanford, Henry, Hamilton, 1877-86.
- Staunton, Jabez, Elgin, 1874-76, J. B. Staunton, Newboro.
- St. Denis, Thomas, Ottawa, 1884-89, dead.
- Steele, Hester A., Harrowsmith, 1873-74.
- Stephens, Edith, Hamilton, 1903-03.
- Stephenson, Mrs., Brantford, 1885-89, dead.
- Stewart, Elizabeth, Wellandport, 1873-82, dead.
- Stewart, Elwyn B., Paris, 1891-96, Paris.

- Stewart, John, Seaforth, 1881-88, dead.
 Stewart, Robert, Woodburn, 1873-83, R. H. Stewart, Binbrook.
 Stewart, William, Williamstown, 1880-81, Box 31, Lancaster, Ont.
 St. John, Henry, Sunderland, 1887-92, Sunderland.
 Strohmayer, John, Toronto, 1892-93.
 Strong, Elizabeth, Woodslee, 1884-93, Woodslee.
 Strong, Mary, Belle River, 1881-97.
 Stuart, James, Toronto, 1891-97, Weston Hospital.
 Sullivan, Andrew, Spaffordton, 1882-91, Kingston.
 Sullivan, Kate, Dundas, 1878-87.
 Sullivan, Margaret, Port Colborne, 1878-83, Mrs. W. C. Small, 212
 Niagara St., Niagara Falls, N.Y.
 Sweetman, Maud, Tillsonburg, 1901-06, Tillsonburg.
 Swift, Sherman, Petrolca, 1890-95, 21 St. Famille St., Montreal.
 Switzer, Minnie, Kingslake or Forest, 1885-92.
 Syret, Charlotte, St. Thomas, 1873-77.

 Tang, Jane, Nosbonsing, 1894-1901, Bonfield.
 Taylor, Annie J., Todmorden or Toronto, 1890-92, went to England.
 Taylor, Emma, Birmingham, Eng., 1878-79, London, Ont.
 Taylor, John A., Norwood, 1889-96, Cavanville.
 Taylor, Seymour J., Todmorden, 1885-92.
 Teets, Cook, Flesherton, 1874-75.
 Thom, Alison, Palmerston, 1873-74.
 Thomas, Leslie, Branchton, 1896-1906.
 Thompson, Hannah, Guelph, 1879-80.
 Thompson, Isabella L., Toronto, 1898-99.
 Thompson, James, Toronto, 1889-93, 130 Dunn Avenue, Toronto.
 Thompson, Joseph, Toronto, 1888-96.
 Thompson, Omar, Glen Stewart, 1875-76.
 Thompson, William, Ottawa, 1901-06, 300 Sparks St., Ottawa.
 Thornton, Jane A., Clinton, 1872-85, Portage la Prairie, Manitoba.
 Thrower, Elizabeth, Delaware, 1874-81, dead.
 Thurlow, Alfred, Toronto, 1887-1902, 2 Cameron St., Toronto.
 Tilbury, Charles, Dundas, 1874-81, Dundas.
 Tinkiss, James H., Manitowaning, 1898-1901, dead.
 Townsend, Elmore, Toronto, 1889-90.
 Tracy, Agnes, Minesing, 1882-83.
 Tracy, William J., Kingston, 1872-85, 11 Colborne St., Kingston.
 Treneer, Frederick, Kingston, 1887-1904, Stanley Terrace, Kingston.
 Treneer, William J., Kingston, 1883-1900, Stanley Terrace, Kingston.
 Tyson, John, Middleport, 1872-88, Cainsville.

 Underhill, Elizabeth, Brougham, 1877-78.

 Wade, Anna L., Hamilton, 1872-83, Mrs. Harry Bayliss, 21 Brookfield
 St., Toronto.
 Waldroff, Alexander, Newington, 1886-91.
 Waldroff, W. H., Newington, 1886-91, Newington.
 Walker, John M., Raglan, 1872-72, dead.
 Wallace, Charles, Brantford, 1879-86, west to U. S.
 Walt, Augustus O., Consecon, 1891-94, Consecon.
 Wark, Samuel, Forresters' Falls, 1878-88.
 Waterson, Robert, Newmarket, 1886-95.

- Watson, Barbara M., Colinvile, 1884-88, dead.
 Watson, George F., Force's Corners, 1876-76.
 Watson, Rachel, Greenbank, 1874-82, Mrs. George Booth, 188 Lisgar St., Toronto.
 Webster, Frederick, Brantford, 1885-88.
 Webster, Thomas, Brantford, 1892-1901.
 Weller, Rose, St. Thomas, 1891-98.
 Wells, William J., Brockville, 1879-93, dead.
 Welz, George B., Berlin, 1895-99, Box 568, Berlin.
 Weston, Winifred, Weston, 1897-97, dead.
 White, Rosa E., Amigari, 1894-98, Box 498, Calgary, Alberta.
 White, Thomas, London, 1875-76, London.
 Wight, Sarah C., Trenton, 1874-79, Box 259, Trenton.
 Wigle, Sylvanus, Ruthven, 1872-83, Kingsville.
 Wilkie, John, St. Thomas, 1887-91, went to England.
 Wilkinson, Quita, Sarnia, 1900-04, Sarnia.
 Williams, Ernest, Toronto, 1884-91, dead.
 Williams, Mary, Toronto, 1895-1905, 7 Clifford St., Toronto.
 Williamson, Sarah, Kohler, 1877-97, Kohler.
 Wilson, Isabella, Yorkville, 1882-85, Brookdale, Quebec.
 Wilson, John G., Buckhorn, 1876-83, dead.
 Wilson, Mary, Honeywood, 1875-82, dead.
 Wilson, William, Guelph, 1883-95, Helena Avenue, Wychwood Park.
 Winter, Edward, Hamilton, 1879-81.
 Wise, Ketura, Weston, 1880-82.
 Withers, Albert C., Fonthill, 1895-98.
 Wood, James, Cashel, 1885-90.
 Woodley, Susan, Clarence, 1875-76, Mrs. Susan McCabe, 13 Kenney St., Ottawa.
 Woolcock, William, Strathroy, 1873-74.
 Wooley, Roy, Springfield, 1905-05, Springfield.
 Wray, Beatrice, Toronto, 1896-1904, 1120 Bathurst St., Toronto.
 Wright, Ella, Harrow, 1891-98, Harrow.
 Wright, Florence, Harrow, 1891-1902, Harrow.
 Wright, Margaret, Brantford, 1901-03, Brantford.

 Yates, Catharine, Guelph, 1878-84.
 Yates, Jane, Peterborough, 1874-79, dead.
 Yost, Lena, Hespeler, 1878-81.
 Young, Charles, Chalk River, 1877-84, Calgary, Alberta.
 Young, Margaret (Maud), Toronto, 1892-1903, Maud Young, 20 Grove Avenue, Toronto.
 Young, Norman, Grand Mere, Quebec, 1900-1903, 276 Lisgar Street North, Toronto.
 Youngs, Albert, Ridgetown, 1898-1905, care of R. W. Youngs, St. Thomas.

 Zavitz, Homer, Orwell, 1874-75.
 Zimmerman, Louis, London, 1883-84.

To all those whose addresses are known, copies of this report will be sent, and some of those who receive it may be able to send me the present addresses of others, so as to extend the circle. We have not yet a field officer, nor a permanent commission, to keep track of old pupils and find

new ones, but the spirit of co-operation exists, and I hope, with the assistance of those already located, to have ere long a practically complete record of all who have gone out from the O. I. B. since its establishment in 1872.

The ex-pupils will assist me very much by promptly notifying me of any changes in their addresses. I need the street and house number of those who live in cities. In acknowledging the receipt of reports, etc., any information about how they or other blind people are getting along, or any suggestions of things that might be done for the good of the blind, will be very welcome.

ENTERTAINMENTS.

In order that all the pupils should have experience in appearing before an audience, a series of weekly entertainments in the Music Hall was inaugurated in the beginning of the session, and kept up until the examinations began near the close of the scholastic year. At these five girls and five boys were called upon to supply each programme, in the order in which their names appeared on the roll, and there were no failures to respond. Generally there was a good variety of instrumental music, songs, recitations and speeches, the pupils being allowed to make their own selections, the younger ones getting such help in preparation as they required. Sometimes friends from the city were present, but oftener the audiences were composed entirely of the pupils and teachers. These little concerts were very enjoyable, as well as highly beneficial to those who took part.

HALLOWE'EN CONCERT.

Instead of the customary Hallowe'en Concert by the pupils, the choir of the Wellington Street Methodist Church, under the leadership of Mr. Thomas Darwen, and assisted by the Darwen Orchestra, gave a fine concert in the Music Hall on the evening of October 31st. The programme began with an organ solo by Mr. Darwen and ended with "The Heavens are Telling" by the choir and orchestra; other choral numbers being Handel's "And the Glory," "The Singers," and "The Slumber Song." Among the soloists were Miss Alice Bloxam, who sang "The Island of Dreams" very prettily; Miss Gladys Garvin in "I Know a Lane in Springtime"; Miss Florence Mustizer in "Love Me and the World is Mine"; Miss Nellie Thornton in "Good-night, Beloved"; Mr. F. Houghton in "The Old Flag," and Master John Howarth in "His Majesty the King," all of whom won the applause of the audience. Miss Mabel Limburg and Miss Emma Burns in their duet "My Faith Looks up to Thee," and Misses Mabel and Matilda Limburg in "Come, Holy Spirit" displayed their fine voices to advantage, and Miss E. Buckley of Paris gave an admirable rendition of Raff's "Polka de la Reine," on the Steinway Grand piano. Miss Jessie Imlach's recitations, of which there were three on the programme, were greatly enjoyed, especially by the younger pupils. Principal Gardiner thanked the visitors for their splendid entertainment and invited them to the teachers' parlor, where they found an opportunity to become acquainted with the staff and partake of light refreshments.

VISITORS FROM GRACE CHURCH.

The Anglican Young People's Association of Grace Church paid a visit to the Institution for the Blind on the evening of November 29th and entertained the pupils with a delightful programme. The first item was a debate, "Resolved that the unmarried man is happier than the married man."

Affirmative, Messrs. G. Lake, A. Ginn, F. J. Clark; negative, Messrs. W. Hughes, W. Davenport, W. McCready. No decision was given. President Mellor occupied the chair. After the debate Rev. Dr. Mackenzie took the chair and the following numbers were given:—Piano solo, Miss E. Burr; dialogue, Misses Durnford and Hornby; vocal solo, E. Lindsay; recitation, A. Pickles; dialogue, Messrs. Rolfe and Parsons; song, W. McCready; recitation, Miss C. Davies; vocal solo, Miss M. Raymond; organ selection, Mr. Percy Owen. Mr. Gardiner, on behalf of the pupils, thanked the young people for their entertainment. After the programme a sociable hour was spent in the teachers' parlor, where refreshments were served.

Entertainments such as the two above described are among the most pleasant to the staff, and most useful to the pupils, of any that are given in the Institution, and our friends in the city are always very kind in accepting invitations to visit us; but the measles epidemic and other causes necessitated the limitation of the usual courtesies in this respect.

CHRISTMAS CONCERT.

The Brantford papers reported that the Music Hall of the Ontario Institution for the Blind was prettily decorated on the evening of December 20th, on the occasion of the Christmas Concert, which precedes the dispersal of about half the pupils, who go to their homes to spend the holidays, the others remaining at the Institution. As usual at O. I. B. entertainments, the hall was well filled, but by bringing in extra chairs from the dining rooms all were comfortably seated. Principal Gardiner spoke very briefly, mentioning that the enrollment of pupils was 118, of whom three had been obliged to retire on account of illness or domestic reasons, leaving 115 in actual attendance. He could commend the conduct and industry of all during the term, and he expected them to give a good account of themselves in their respective performances.

A pleasing feature of the programme was the number of juvenile participants. Miss Lee, the Kindergarten teacher, had trained a class of very little boys and girls to sing a couple of pieces, which they did with great spirit. Their selections were "The Sleighing Song," "The Dance of the Rainbow Fairies," and "The Tea-Kettle," and the children who took part were Muriel Stephenson, Gladys Bickerton, Kathryn Sells, Teresa Thompson, Roy Goldie, Frank Vance, Leonard Sherman, Wilbert Clemmett, Neil McKinnon, Ludger Gagné, Mills Fenton, Thomas Higgins, Aquila Porte and Clifford Patterson, half of whom are in their first term at the school. The little folks had a share in the recitations, too, Roy Goldie disclosing "The Secret of Happiness" as being to "Do Something for Somebody Quick," while Vashti Baldwin told about "Dicky's Christmas." Among the older reciters were Miss Margaret Liggett, from Indian Head, Sask., whose story of "The News-boy's Debt" was admirably told; John McDonald, whose imitation of the horse auctioneer selling a piano was very funny; Nellie Catling, who described "Swipsey's Christmas Dinner" and Isabel Elliott, whose rendition of "The Station-Master's Story" showed remarkable elocutionary talent and a marvelous memory. Miss Walsh, to whose capable hands the training of these reciters had been committed, had every reason to be proud of the results of her labors.

The musical part of the programme was of a varied nature, but the different parts harmonized in such a way as to increase the bright effect of the whole. The opening organ solo, Wely's "Offertoire in E Flat," played by Miss Louise Deschenes, showed the young lady to be an organist of

unusual merit, with splendid control over her instrument; in his song, Allitsen's "There's a Land," Mr. Joseph Boudreault, though suffering from a severe cold, acquitted himself with great credit, singing with splendid spirit and power.

The choral class contributed two numbers, Hauptmann's "The Night Now is Falling," a song of a quiet nature, and West's "Sir Harold the Hunter." Both were rendered with the attention to attack, intonation and expression which always characterizes the singing of this chorus, but the latter number seemed to even outstrip former records in some of these regards.

Master Charles Duff appeared at the organ in Best's "March for a Festival," and both in this number and as the organist in the final overture played in a manner which surprised even those familiar with his work. This lad of only fourteen years has frequently played entire church services, and if he continues as he has begun should make a name to bring pride to himself and to the O. I. B.

The only piano solo of the evening was the "Valse de Concert" of Wieniawski, played by Miss Eva Bullock, who showed herself possessed of a splendid technique and a most intelligent conception of the musical beauties of the very difficult selection. Mr. John Nicolson, in his singing of "A Rose in Heaven," by Trot  re, won a real triumph, and but for the rigid rule against encores would certainly have been recalled. Mr. Nicolson's voice is a high baritone of great power and the vigor of his singing immediately wins the favor of his audience.

There were two concerted numbers in the evening's programme. Chaminade's "Air de Ballet" was played by seven boys, Thomas Keunedy, Cameron Allison, Horace Valiant, George Skinkle, Charles Duff and Charles Lavender at the three pianos and Herbert Treneer as the efficient organist. The other number was Weber's "Overture to 'Der Freischutz,'" in which the pianos were played by six girls, Grace Kight, Louise Deschenes, Eva Bullock, Eleanor Wooldridge, Alice Stickley and Victoria Thomson, with Charles Duff as organist. Both of these numbers were notable for the precision with which the movements were attacked, and the ensemble proved to be of a very high order. As a whole, the musical numbers were of a degree of excellence which upheld the traditions of the school, and high praise is due to Mr. Humphries, Miss Moore and Miss Harrington, the teachers who so well accomplished the arduous task of training the performers.

At the close of the concert the audience joined in singing "God Save the King."

CHRISTMAS TREE.

On the evening of December 26th the pupils who were spending the holidays in the Institution enjoyed an informal entertainment with recitations by Lily McLeod, Leonard Sherman, Harriet Hepburn, Roy Goldie, Ethel Squair, Howard Hawken, Marguerite Doherty, Leslie Ross, Marie Sprengel, Gladys Bickerton; songs by Harriet Hepburn, Ethel Squair, Isabel Elliott, John McDonald, Roy Goldie, David McCaul, Joseph Boudreault, Gustav Goltz, Jean Chatelain, Wilbert Clemmett and John Nicolson; instrumental selections by Walter Raymond, Charles McBride, Cleophas Marcotte and Horace Valiant. During an interlude bags of fruit and candy were passed around and the gifts on the tree were distributed. Mr. Ramsay, the Supervisor of Boys, acting the part of Santa Claus.

WILLOW CONCERT.

The city papers of March 6th, 1907, reported that the boys at the Institution for the Blind finished the willow-peeling on the preceding Saturday, and in accordance with custom they and the other pupils were treated to an oyster supper, followed by a concert programme. All seemed to enjoy the bivalves, and although no outside talent had been secured for the concert, there was a nice variety of performance, including recitations by Mary Cuneo and Winifred Davison, songs by Wilbert Clemmett, John McDonald, Grace Kight; a violin solo by Louise Deschenes, and several piano solos. Mr. George Lambden, the superintendent of the workshop, being called upon by the Principal to address the pupils, expressed his satisfaction with the spirit and industry of those who had been working under him. Though the hours were short, so as not to conflict with the literary and musical work of the school, there were sometimes as many as forty boys in the shop at once, and they were not only industrious but orderly. They had worked like Trojans to dispose of the three tons and over of willow, and now they would find more time for the cane-seating, hammock-making and some other useful industries which he had in view. Two of the pupils, Harry Rahmel and Albert Lott, asked leave to express their thanks for the interest that Mr. Lambden had taken in them and the other boys, as shown in the improved conditions in the shop, his patient teaching and uniform kindness. Frequent applause greeted the mention of Mr. Lambden's name.

On April 15th the Principal talked to the officers, teachers and pupils in the Music Hall for two hours, giving a detailed account of his recent visit to the schools for the blind at Lansing, Mich., and Janesville, Wis., and to the shops for the blind at Milwaukee, Wis., and Saginaw, Mich.

BOYS' CONCERT.

On April 16th a fine concert was given in the Music Hall by the Boys' Chorus. Besides the usual audience of their fellow pupils, a large number of friends from the city attended the concert and showed their appreciation of the excellent and varied programme in the most enthusiastic manner. The various numbers were most heartily applauded, and many of the performers were recalled. The programme was entirely arranged and prepared by the boys themselves, and the greatest credit is due to them for the manner in which it was carried out. Mr. Wickens presided. The following was the programme rendered:—

<i>Organ Solo</i> —Overture to Stradella	Flotow.
CHARLES DUFF.	
<i>Chorus</i> —"Sister"	THE BOYS' CHORUS.
<i>Revitation</i> —"Melting Moments"	HERBERT TRENEER.
<i>Vocal Solo</i> —"Stand by the Old Flag"	JOHN NICOLSON.
<i>Piano Solo</i> —(a) Melody (Paderewski). (b) Etude de Concert	HORACE VALIANT.
<i>Chorus</i> —"Stein Song"	THE BOYS' CHORUS.
<i>Piano Duet</i> —(a) "The Last Farewell." (b) "Under the Linden Tree"	CHARLES LAVENDER and GEORGE SKINKLE.
<i>Vocal Solo</i> —"When All is Still"	THOMAS KENNEDY.
<i>Piano Solo</i> —"Invitation to Dance"	CHARLES DUFF.
	Weber

<i>Recitation</i> —"Whistling Regiment".....	ROY WILSON.	
<i>Vocal Solo</i> —"The Bandalero".....	JOSEPH BOUDREAULT.	
<i>Organ Solo</i> —"Toccato".....	HERBERT TRENEER.	Dubois.
<i>Chorus</i> A Medley.....	THE BOYS' CHORUS.	
	God Save the King.	

This programme was repeated with slight variations at St. John's Church, May 1st; at St. Mary's Church, May 9th, and at St. James' Church, May 16th, Mr. Andrews accompanying the pupils to the several places of entertainment.

CLOSING CONCERT.

The Brantford newspapers of June 18th reported that all the seats and all the available standing room in and adjacent to the Music Hall of the Ontario Institution for the Blind were filled last night (June 17th), the occasion being the closing concert, and although the night was the hottest of the season, the audience proved a most attentive and appreciative one.

Principal Gardiner extended a hearty welcome to the friends of the pupils, and, as is his custom at these entertainments, briefly reviewed the work of the session, touching lightly upon a few extraordinary incidents. The enrollment, he said, was exactly the same as in the preceding session, namely, 123. The progress in the literary, musical and industrial departments had been satisfactory; the curriculum had been extended by the addition of three classes in physiology. He referred to the efforts put forth in other countries on behalf of the adult blind, and prophesied that Canadian attention would soon be directed to this pressing problem. He had endeavored to get into communication with as many ex-pupils as possible, to send them reports and find out how they were getting along, and he had been pleased to learn that many of them were doing well. Printed programmes had been supplied to the audience, so that the numbers could be brought on without delays. The recitations were four in number, two by girls and two by boys, all of whom did credit to their instructor, Miss M. Walsh. She had trained about twenty little girls to sing "The Red, White and Blue" in connection with Albert Lott's recitation on "The Union Jack," and had provided them with flags to wave. The little folks, in their white dresses, made a charming picture. The musical portion of the programme was under the direction of Mr. Andrews.

The musical numbers were of unusual excellence, and, as Mr. W. N. Andrews, the musical director, stated, "No musical institution could possibly give a more exacting and classical programme." This noteworthy fact proves absolutely that the musical blind is equal to the best of the musical seeing profession. The exceptional merit of the programme demanded a well-developed technique and a thoughtful and artistic interpretation. Each young performer played with a brilliancy and a comprehensiveness which evoked applause from the large audience. Liszt, Beethoven, Chopin, Karganoff, the brilliant, the subtle, and the graceful tenderness in music, were all beautifully brought out by the eleven young artists. The organ numbers were certainly a surprise to all lovers of the king of instruments. It is no exaggeration to say that Mendelssohn's second sonata, or Bach's heavy D minor toccato or fugue, or Batiste offertory, seldom received a more skilful rendition than was given by the three young organ students.

The registration, pedal and manual technique were all that could be desired.

Voice culture is a new departure for the O. I. B., and the Institution deserves the highest praise for introducing solo singing. Mr. Boudreault possesses an excellent bass voice and sang with splendid effect "The Two Grenadiers." Mr. Nicolson, the tenor robusto, in a fine, ringing, clear voice, sang with excellent expression the oratorio solo, "Honor and Arms," and the popular song, "The Roll Call."

The choral class, which has so much in the past been noted for its excellent work, sustained its reputation. Each number was beautifully sung, and was received with great applause. "Sweetly Fall the Shades of Evening" was sung unaccompanied, and a splendid effect was the result.

The overture, "Semiramide," with four pianos, organ and orchestra, was one of the features of the evening. The ensemble was as nearly perfect as possible. Mr. Andrews introduced a most effective vocal part after the first movement, the "Andante" being sung by the choral class, with a full accompaniment of the orchestra, pianos and organ. Too much praise cannot be given Mr. W. N. Andrews and his associates for the admirable programme rendered. The singing of the National Anthem brought one of the best concerts ever held at the O. I. B. to a successful close. The following is the

PROGRAMME :

Organ Sonata II., Grave, Adagio, Allegro, Mendelssohn—CHARLES DUFF.
Part Song, "How Sweet the Moonlight Sleeps," H. Leslie—CHORAL CLASS.
Recitation, "Little Christel," Mrs. Mary Bradley—ETHEL SQUAIR.
Piano Sonata, "Pathetique," Grave, Molto Allegro, Beethoven—ALICE STICKLEY.
Vocal Solo, "The Two Grenadiers," Schumann—JOSEPH BOUDREAUULT.
Recitation, "The Boyless Town"—HARRY WHITE.
Piano, Rhapsody No. 12, Liszt—LOUISE DESCHENES.
Part Song, "Jack and Jill," Caldicott—CHORAL CLASS.
Organ, Toccata and Fugue, D. Minor, Bach—HERBERT TRENEER.
Recitation, "Baby in Church"—MARY MARSH.
Vocal Solo, "Honor and Arms," Handel—JOHN NICOLSON.
Piano, "Valse Op. 13," Karganoff—THOMAS KENNEDY.
Part Song, "Softly Fall the Shades of Evening," Hattoh—CHORAL CLASS.
Organ, "Offertory," Batiste—EDWARD SIMPSON.
Recitation, "The Union Jack," ALBERT LOTT.
Piano, "Berceuse," Chopin—HERBERT TRENEER.
Concerted, "Semiramide," Rossini—Pianos: GRACE KIGHT and VICTORIA THOMSON, ALICE STICKLEY and MARGARET LIGGETT, CHARLES LAVENDER and THOMAS KENNEDY, HORACE VALIANT and CAMERON ALLISON; *Organ*, CHARLES DUFF; *Orchestra*.

GOD SAVE THE KING.

IN VACATION.

During the vacation, some of the pupils appeared before the public. The *Ottawa Journal* of July 24th stated that on the preceding evening a most unique concert was given at St. Luke's Church Sunday school hall by three blind performers, Misses A. V. Thomson and G. Kight and Mr. J. E. Boudreault. Had one not been aware of the fact, it would have been hard to credit that they were deprived of one of God's greatest blessings. The chair was occupied by Rev. Walter M. Loueks, of St. Matthew's Church, and the attendance was good, the proceeds being towards their expenses at the school for the blind at Brantford. The fine baritone voice of Mr. Boudreault was heard to great advantage in several selections, his first being martial music. Misses Thomson and Kight are vocalists, elocutionists and pianists, and in each department they showed wonderful ability.

The *Ottawa Citizen* of August 20th said that a very successful benefit concert was given in the Foresters' Hall at Navan (a village thirteen miles from Ottawa) on Thursday by pupils of the Ontario Institution for the Blind, who entertained a large audience in a most acceptable and talented manner. Recognizing the worthy work of the Institution, the people turned out in large numbers, and although the admission fee was comparatively nominal, the receipts were large. Miss Grace Kight and Miss Victoria Thomson and Mr. Joseph Boudreault were the principal entertainers. The numbers contributed were piano duets, Misses Kight and Thomson: songs, Miss Kight; recitation, Miss Kight; piano solo, Miss Kight; songs, Mr. Boudreault. The programme was conducted in a very orderly and pleasing manner by Rev. John Osborne. Some good numbers upon the phonograph were given at the close of the concert. The concert was arranged by S. Bickerton, to whom great credit is due for his untiring energy and zeal in the cause for which he labored.

The *Kingston News* of August 5th said: Last evening, after the usual service at St. John's Church, Portsmouth, a young student from the Brantford Blind Institution, named Herbert Treneer, of this city, gave an organ recital which was greatly enjoyed by the congregation.

A correspondent writes that Isabel Elliott gave a concert on August 2nd in the Methodist church at Elkhorn, Manitoba, more than five hundred persons being present, and though there was no charge for admission, the audience was so pleased that a collection amounting to \$44.85 was taken up for her. This, and the proceeds of another concert which she gave during the vacation in Saskatchewan will be used if necessary in furtherance of her instruction in vocal and instrumental music. A newspaper report says that Miss Elliott proved herself a singer of no mean order, as well as a competent elocutionist.

Another successful entertainment was given in Ottawa by the pupils on September 10th, which netted \$90.00. The announcements were made in English and French, but the programmes were printed in the latter language only. The *Citizen* reported that "the good work being done by the Brantford Institution for the Blind was made manifest at a pleasant and instructive entertainment given by the Ottawa students of this institution in the hall of the Monument National last night. The entertainment was under the patronage of Mgr. J. A. Routhier, V.G., and a great number enjoyed the musical treat provided by the students. A feature of the evening was a reading by Miss Grace Kight from a book of the kind used in the Institution, the type of which is raised and the reading is accomplished by running the fingers over the lines. Miss Kight also gave several very delightful recitations and her performance on the piano with Miss Anna Thomson was much appreciated. The singing of Mr. Joseph Boudreault also occasioned much applause. At the conclusion of the entertainment Mgr. Routhier congratulated the Institution upon the work being accomplished, and also the people of Ottawa upon their appreciation of this work shown by turning out in such numbers to attend the concert."

The Dysart correspondent of the Cupar, Sask., *Herald*, under date Sept. 3rd, wrote that a "first-class concert was given in the school last Saturday evening before a full audience. Miss Belle Elliott, of Elkhorn, Man., a pupil of the Ontario Institution for the Blind, was the principal artiste, and her songs and recitations were well received by the audience. The concert closed with the singing of the National Anthem. The net proceeds of the concert amounted to over twenty dollars: this was handed to Miss Elliott, who intends studying for an evangelist. She left on Monday morning for the east."

The *Elkhorn Advocate* of August 8th said that at the concert in that town Miss Elliott's talent for singing was shown in the songs, "The Holy City," "Lead, Kindly Light," "Daddy" and "Robin Adair." Her ability for elocution was shown in "My Last Ride with English Jim" and "How Uncle Podger Hung the Picture." Miss Elliott was encored several times.

The *Kingston Whig* of Sept. 20th said that on Thursday night, in St. John's Church, Portsmouth, Herbert Treneer, a young Kingston lad totally blind, a pupil of the O. I. B., gave an organ recital which gave pleasure to many hearers. The young man played several difficult numbers, showing remarkable skill in pedaling and in technique. When it is known that his training in organ music extends over only eighteen months, the future which lies before him can be easily pictured. His concluding number was the march from "Naaman," and he played it with much dash and fire. The church was filled with people, many of whom stopped to congratulate the young organist after the recital.

John Nicolson, another pupil, gave a series of concerts during the vacation, at Bruce Mines, Thessalon, Gordon Lake, Ophir, McDowell's school house, Dunn's Valley, Coward's Valley, Rydal Bank, St. Joseph's Island and Mount Zion, the net receipts of which were about \$260.00. One of these was thus reported by the *Bruce Mines Spectator* of September 6th: The old Union Church, on Friday evening last, was the scene of a very successful concert for the benefit of Mr. Nicolson. This gentleman, as our readers are aware, has been studying, since his accident, the art of singing, and is now the possessor of a very fine baritone voice, which gave great pleasure to his hearers. His rendering of various difficult selections which he chose, particularly "The White Squall" and "Three for Jack," was particularly fine, and Mr. Nicolson showed himself to be the possessor, not only of a very sweet voice, but one of extraordinary compass. If from the editorial chair we might be permitted to make a suggestion, it would be that Mr. Nicolson should reserve himself a little, thereby allowing people to be more anxious than even now to have him return to our midst. In addition to this, it must be a tremendous strain upon even the most carefully trained voice to get through such a large amount of work in one evening. On the whole his singing left nothing to be desired, and we most heartily congratulate him upon the great advance he has made since the occasion of his last visit.

Le Temps, of Ottawa, in its issue of September 23rd, said: M. J. E. Boudreault, qui est presque aveugle, part cette semaine pour Brantford, Ont., où il va reprendre ses cours à l'Institut des aveugles. M. Boudreault, qui possède une magnifique voix de baryton, a chanté hier, avec talent, un "O Salutaris" de Giorza, à la Basilique.

Records of the output of the girls' class in bead-work and of the classes in sewing, cane chair seating and hammock making were not kept.

BEAD WORK.

The illustration on page 391 shows some of the articles made by the junior pupils (boys) under the instruction of Miss M. Cronk, the (blind) Visitors' Guide, with beads and brass wire as the raw materials. She teaches a class of 16 volunteers for an hour each evening, and Miss Alice Hepburn, a pupil teacher (blind) has a similar class of 23 girls. One of Miss Cronk's pupils made 80 pieces of work during the session, without neglecting his literary classes or his music, and the total product of the boys' class was 323 pieces, comprising 7 large work baskets, 9 small round baskets

with handles, 6 square baskets (card receivers), 4 flower baskets (oval), 1 three-cornered work basket, 2 square baskets with covers and handles, 7 oblong jewel cases, 23 round jewel cases, 3 cradles, 2 large canoes, 14 small canoes, 8 sofas, 26 cups and saucers, 28 cream pitchers, 2 teapots, 1 sugar bowl, 111 napkin rings, 69 chairs.

At the Central Canada Exhibition held in Ottawa, David McCaul, a pupil who has attended the O. I. B. less than a year, obtained second prize for cane chair seating.

Grace Kight, at the same fair, took first prize for sewing (a pair of pillow shams), second prize for a collection of knitting, and second prize for a collection of bead work.

Edith O'Reilly, another Ottawa pupil, took first prize for a collection of knitting of all kinds.

At the Central Saskatchewan Agricultural Society's Exhibition held at Saskatoon, Leslie Ross took first prize for bead work.

These pupils brought their prize tickets back with them on opening day, September 25th.

At the Indian Head, Saskatchewan, Fair, Sarah Liggett obtained three first prizes for a golf jacket, a baby's jacket and a pair of mittens, all of which she knitted at the O. I. B.

KNITTING AND CROCHETING.

During the session Miss Haycock gave instruction to 37 girls in knitting and to 16 girls in crocheting. Owing to the competition of machine-made goods, and of goods made by well-to-do ladies living with their parents, the prices of knitted goods are too low to enable a blind person to wholly support herself by this branch of industry. Nevertheless it is a very pleasant and convenient form of employment, and it brings some pecuniary remuneration. Besides a number of small articles upon which beginners practised, the pupils in the knitting room produced 20 pairs of bedroom boots, 5 pairs of bedroom slippers (knitted), 2 pairs of bedroom slippers (crocheted), 10 pairs of bootees, 12 chest protectors, 2 pairs of men's cuffs, 7 golf coats, 1 comb and brush bag, 6 babies' bonnets, 3 pairs of men's gloves, 2 pairs of babies' socks, 2 pairs of men's socks (machine knitted), 4 pairs of babies' stockings, 6 shawls, 1 breakfast jacket (crocheted), 5 babies' jackets, 7 wool mats, 22 handkerchief sachets, 1 set table mats (crocheted), 12 tea-pot holders, 3 lemon pin-cushions (knitted), 31 pairs of mittens, 3 fascinator, 2 petticoats, 1 pudding dish cover (knitted), 1 slumber rug, 2 pairs over-stockings, 1 pin cushion (crocheted), 10 hair-pin holders, 1 tie, 6 yards of thread lace, 3 scarfs, 3 doilies, 2 babies' shirts, 1 tea cosy (crocheted), 1 pair of bed shoes.

The next two paragraphs are from the last report of the Perkins Institution, South Boston:

"For sightless students, the question what they shall be able to do becomes highly important; for to educate the blind on the intellectual side without giving them any trade or profession as a means to a livelihood is only less cruel than to leave them in ignorance. Hence the aptitudes of every pupil are studied and some trade or profession is acquired by everyone of normal intelligence. But experience has shown that the blind boy who can make brooms, cane chairs, or make mattresses, but whose intellectual training is confined to a smattering of 'the three R's,' often cuts but a sorry figure in life; moreover, those who are allowed to drop every subject of study that does not promise to contribute directly to the earning of a livelihood nearly always acquire a grasping spirit that magnifies the earning of money



Made by Blind Children, O. I. B., 1907.



above all other considerations, and a false estimate of the value of time that sometimes causes them to miss the larger success that comes by a little waiting. Too often, imbued with this spirit, they forget altogether to consider the propriety of the means of acquiring money, and then the itinerant fiddler with his tin cup, or the peddler of shoe laces, is the result.

"Probably no line of work is so well suited to sightless men having normal intelligence and musical ear as the tuning of pianofortes. This fact has long been recognized at this institution and special stress is laid on the theory of sound in the science department and on the study of theory and harmony in the music department, as special preparation for the practical work of the tuning department."

PIANO TUNING.

Twenty pupils received instruction in piano tuning during the session. Since January 1st, 1905, the services of the tuning teacher have been available for only a portion of each day, and during most of the year 1904 the health of his predecessor was so precarious that full justice was not done to this important department. Careful discrimination is necessary in the selection of pupils to be instructed in tuning, because the bad work of one incompetent blind tuner causes public distrust in all blind tuners. Only young men of good appearance, free from bad habits, with fair general and musical education, industrious and willing to spend sufficient time to perfect themselves in the trade, should be allowed to undertake the tuning, and those should have ample instruction by the teacher and plenty of opportunity for practice under his supervision. No complete record having been kept of the achievements of the ex-pupils who are earning their living as tuners, I asked a visitor from Toronto to supply me with such information as he could obtain, and have been favored with the following interesting communication, in which I have inserted the figures indicating the periods spent in this Institution by each gentleman whose name is mentioned:—

"TORONTO, 6th July, 1907.

"MR. GARDINER,

"DEAR SIR,—During my recent visit to your Institution I was greatly pleased with the interest you manifested in the future welfare and prosperity of the pupils. With your permission I will endeavor to give you a brief review of what has been accomplished by some of the ex-pupils who are following the piano-tuning industry, with a few practical hints, and will confine my remarks to those who are earning from fifteen to twenty-five dollars per week.

"Some years ago, when the tuning department was in its infancy, the question of securing employment for the graduating pupils appeared to be a very serious problem, but eventually, through the influence of Mr. W. G. Raymond (1873-77) and others, the Mason & Risch Piano Company, of Toronto, opened their doors for a trial of the most advanced pupils, Arthur Curtis (1873-82) being the first to secure a situation, closely followed by Sandford Leppard (1872-83) and Robert H. Stewart (1873-83). Their work proving satisfactory, James E. Shanghnessy (1876-85) was the next to be employed by the same Company. About this time, James Common was in the tuning class, but being further advanced with the willow work, he was advised to give up the tuning and devote his whole attention to his trade in the workshop: after graduating from which he worked at the willow and

rattan business at home for a short time, but, his expectations not being realized, he decided to complete his course in piano tuning, and returning to Brantford, he secured the services of the Raymond brothers for private instruction. When this was completed, with the assistance of Mr. Raymond, he succeeded in getting a situation with the Newcombe Piano Company, thus making another opening for the graduates of the Institution. By this time Arthur Curtis and Robert H. Stewart decided to leave the Mason & Risch Company and start out for themselves, and it is reported that they have succeeded wonderfully well. The vacancies were filled by James Common (1872-82) and Alfred Moreland (1881-86). Sandford Leppard was now removed from the factory to the ware-rooms where he had a better chance to display his musical ability. When Gourlay, Winter & Leeming started in the piano business, a tempting salary induced Mr. Leppard to go with them, James Shaughnessy filling his former position. Other pupils who obtained situations in Toronto factories were Hans Matson (1878-89), George Shepherd (1878-96), George McArthur (1887-98), William McKim (1875-83), Alexander Dyce (1887-99), John A. Murray (1881-94), William H. Joyce (1895-99), William Wilson (1883-95), Sidney Garner (1891-99), Harry Gates (1889-1901), Norman Young (1900-03), Ernest Burke (1891-1904). James Common remained with the Mason & Risch Company over twelve years, having charge of the fine tuning and spending considerable time in the ware-rooms. All through that period he kept up an outside tuning connection of about two hundred pianos and also did some selling. He found that the mechanical ideas he acquired in the workshop of the O. I. B., while he was learning the willow trade, were of assistance to him in repairing pianos and organs. After leaving the Mason & Risch Company, he applied for a situation as tuner with the Gerhard Heintzman Company. This was a new field, as Mr. Heintzman had always strongly opposed employing blind workmen. But Mr. Common went there highly recommended and he had little difficulty in getting higher wages than had been previously paid to any tuner. In a short time he had full charge of the tuning department, and it was not long until other ex-pupils were engaged; among them George McArthur, John A. Murray, Harry Gates, Alexander Dyce, William Wilson, Edward Hermon (1881-92) and others who started as improvers. Without going into details with regard to other firms, it suffices to say that all the leading piano manufacturers in Ontario have given employment to ex-pupils of the O. I. B. You will notice that it is not unusual for our tuners to exchange their situations for better ones. At the present time in Toronto we find Sandford Leppard in the ware-rooms of Gourlay, Winter & Leeming, having charge of the entire stock of pianos and organs, and he is also the tuning instructor for the Conservatory of Music. David Little (1895-1905), is his assistant. In their factory we find Alexander Dyce, head tuner, assisted by James Forrest (1894-1903). In the Newcombe Company we have James Shaughnessy as fine tuner and William McKim, one of the shareholders and also tuner. In the Mason & Risch Company Sidney Garner in the ware-rooms and George Shepherd doing the fine tuning in the factory, assisted by those already mentioned. In the Gerhard Heintzman Company the head tuners are James Common, George McArthur, John A. Murray. The Bell Company at Guelph have William L. Kiel (1873-78), for their fine tuner, ably assisted by Albert J. Kaiser (1880-93). In Kertzman's factory, Buffalo, William H. Joyce is fine tuner. In Ottawa, Frederick Medlow (1891-96) has a splendid position as tuner and salesman for J. Orme & Son. Alfred Moreland has also a fine situation with one of the leading firms in Montreal. Others have located in Chicago and Detroit. Apart from those

in piano factories there are several graduates of the O. I. B. who preferred working up an outside connection as tuners on their own account. J. Edwin Nelles, Paris (1879-86), is reported to have made sufficient money to retire from the trade, and Roger W. Roberts, Stratford (1872-76), is said to have done equally well. When we realize that the yearly output of Ontario piano factories is over fifteen thousand instruments, it is evident that there is a wide field for good tuners and salesmen. The fact is now well established that a man without his sight can tune a piano as well, and as quickly, as anyone, and also do any ordinary repairing. It is, then, of great importance that your instructor be well versed in a thorough, up-to-date system of tuning and spend much time in coaching and carefully watching the progress and habits of the pupils in speed and accuracy. Those of us who have been long at the business have experienced considerable trouble with a few commencing to work in factories who were painfully slow and awkward in the way of handling their tools. Selling pianos and organs has become quite popular with tuners. A number of us have been fairly successful in connecting that line with tuning. I think it would be a splendid idea to encourage public speaking and debating classes in your Institution. It would have a tendency to better qualify the pupils for filling positions in later years and in the way of facing the world. In conclusion, I might add that nearly all those mentioned in this review have purchased homes of their own, with comfortable surroundings."

This is a most encouraging report, and I wish I could give as good a one from any other single industry in which the blind are engaged. Not that the outlook is entirely discouraging, for I receive some optimistic letters from blind men engaged in handicrafts, the following being a sample:—

PETERBOROUGH, 11th March, 1907.

MR. GARDINER,

DEAR SIR,—I have received your report and my brother-in-law also received one. I read it all through and was greatly pleased with the way that interest in the cause of the blind is widening. I have realized ever since I started to do for myself the great need for a good general education, and most especially along social lines. The nearer we can come to the same level with the public generally the better will we be able to do our little part in the uplifting of the world and making it better than we found it. I think if the adult boys were taught as many kinds of repairing as possible it would help greatly. I made many times more out of repairing than out of making things. I had to learn repairing myself, as there was so much call for it, and I do not think there is much in willow, rattan or wood, including upholstering, that I cannot do, and my wife and daughter can do cane-seating, and I am teaching my brother-in-law, Alfred Airriess, who is living with me, but my general education has been of untold benefit to me, and when I think of what I am and what I would have been without it, I am grateful beyond words to the Institution. I belong to the literary club at the Y. M. C. A. I often wish I could have a good talk with you and go over the place and see what you are all doing, but I cannot afford it yet.

Please send me four bunches of coarse chair cane and a few strands of binding cane, and I will send the amount by post.

With earnest wishes for your every success and hearty co-operation of all your assistants, I remain, Sir, your most sincere well wisher,

GEORGE W. ARMSTRONG, 55 Weller Street, Peterborough.

With the appointment of Mr. Donkin as Trades Instructor, it is intended to revive the teaching of willow basket making, which has been in abeyance for some time. Instruction in hammock making and cane chair seating will be continued, and it is probable that an outfit of small carpenters' benches and tools will be provided similar to those in use in the manual training schools for sighted pupils. The introduction of broom making, which continues to be the favorite industry in United States schools for the blind, is still under consideration.

"The trades taught in the Massachusetts Institution include chair-caning, mattress-making, furniture repairing and piano tuning for the young men, and sewing, dress cutting and fitting and general housework for the young women.

"After being in the school from thirteen to fifteen years, every young man of average intelligence has received a sound literary education, and is prepared to earn a livelihood as a musician, tuner of pianofortes, chair-caner, or mattress-maker. The young women receive an equivalent literary training and manual training fitted to their needs.

"A number of trades were taught at first, but in later years, with the tremendous change that has come about in our industrial system with the advent of machinery, the sightless have suffered with others, and certain trades that were formerly taught are no longer feasible.

"With the closing of one industrial avenue after another the problem of suitable trades for the sightless has become more and more difficult, and there has seemed to be but one way to meet it, namely, to make more thorough and comprehensive the literary and musical training of the blind, and this has been done.

"The classes in the Massachusetts Institution are small, ten pupils being the maximum."

PUPILS' CLOTHING.

The literary examiner, Mr. Passmore, who visited the Institution in June, just before the end of the session, remarked that some of the pupils were insufficiently supplied with clothing, and that the girls were more careful of their appearance than the boys. He added that the Government could scarcely be expected to supply clothing.

This subject was touched editorially last year by the *Brantford Expositor*, which said: "There are a number of blind children in the Province whose friends are not able to clothe their children, or to provide them with travelling money. The suggestion is made that the municipalities should assume the expense of sending such children to Brantford, but if they are not willing to do so, there should be no hesitation on the part of the Ontario Government in assuming such a comparatively small charge."

Some of the neighboring States have laws under which, when the parent fails to supply necessary clothing, the Institution can purchase what is required, up to forty dollars' worth, and collect payment from the county to which the child belongs. By-law No. 9 of the Ontario Institution sets forth that the Principal "shall see that the pupils are suitably and comfortably clad, either by their parents or friends, or by the municipality from which they come, or in the case of indigent orphans or half-orphans, by the Government."

My endeavor has been to have the parents supply clothing for their children when at all possible, as I considered it better for both parents and children that the former should not be wholly relieved of the support of the

latter. In correspondence on this subject, I have taken occasion to remind parents that, if the child were at home, instead of at this school, they would have to feed as well as clothe him, therefore it could not be unjust to ask them to pay for the clothes only. I have heard of extreme cases, in connection with this school and with the school for the Deaf at Belleville, in which children went home for vacation well dressed with clothing paid for by the Government and came back clad in old rags, the Government clothes having been kept at home for other members of the family. Having all kinds of people to deal with, I am of opinion that the present system works very well, and no radical change is required. Under it, orphans are liberally supplied with clothing at Government expense, and children, whose parents may not be able to supply their needs promptly, are provided with clothes bought for them and charged to them, and, generally, paid for by the parents in course of time. Leaving home in September, and returning in June, children may bring an outfit sufficient to carry them comfortably until May, when they need some lighter clothes and probably new hats and shoes, which would be provided as a matter of course if the children were at home and in sight of their parents. For such needs, a few dollars deposited with the Bursar by the parents would amply provide, and in most cases the money is forthcoming when asked for. The children whom Mr. Passmore noticed as not being well dressed were neither orphans nor indigent, and it would have been no kindness to provide them with new outfits at public expense, but rather an encouragement to unnecessary dependence.

For the guidance of parents, I append the list of requirements as prepared by the Matrons of the New York State School, which has been submitted to the Matron of the O. I. B. and approved by her:—

GIRLS.	OLDER BOYS.	YOUNGER BOYS.
1 coat. 1 play coat. 1 hat. 1 hood. 1 Sunday dress. 1 week-day dress. 2 petticoats. 2 suits underwear. 2 night dresses. 2 corset waists. 4 pairs stockings. 2 pairs shoes. 1 pair rubbers. 3 aprons. 1 pair mittens. 1 pair side elastics. 6 handkerchiefs. brush and comb. tooth brush. umbrella.	1 Sunday suit. 1 week-day suit. 2 pairs extra trousers. 1 overcoat. 2 suits underwear. 4 shirts. 6 collars. 3 night shirts. 2 pairs suspenders. 2 pairs shoes. 1 pair rubbers. 4 pairs socks. 3 neckties. 1 muffler. 1 summer hat or cap. 1 winter hat or cap. 1 pair mittens. 8 handkerchiefs. umbrella. comb and brush. tooth brush.	1 Sunday suit. 1 week-day suit. 3 pairs extra trousers. 4 blouses. 1 overcoat. 2 suits underwear. 2 night shirts. 2 pairs suspenders. 2 pairs elastic garters. 2 pairs shoes. 1 pair rubbers. 6 pairs stockings. 3 Windsor ties. 1 muffler. 1 summer cap. 1 winter cap. 1 pair mittens. 8 handkerchiefs. comb and brush. tooth brush.

These are the minimum requirements. Each girl should have two week-day dresses for winter and two for summer, and many will require more handkerchiefs than are specified above.

I would much prefer that parents should not send money direct to their children when they are at school. When the money is sent to me, it is deposited with the Bursar and a receipt taken, and whenever a portion of it is withdrawn a receipt is given. Usually the money lasts longer when I have some oversight over the expenditure. Then the danger of having the

money lost or stolen is avoided by sending it direct to me. Use money orders or registered letters, not bank cheques, in remitting.

The pupils are supplied with an abundance of good, wholesome food, well-cooked. Parents do their children harm, not good, by sending to them candies, cakes and other, probably indigestible, commodities, to be eaten between meals or at night.

MATILDA ZIEGLER MAGAZINE FOR THE BLIND.

At the request of the publishers, I sent to the office of the Matilda Ziegler Magazine for the Blind, 1931 Broadway, New York City, the names and addresses of 350 of the ex-pupils of the O. I. B. A good friend, who did not wish his name mentioned, volunteered to defray the expenses of placing the magazine in the hands of the indigent blind. While waiting for arrangements to be completed, I ordered a few copies for the pupils and teachers to read, remitting 10 cents per copy for postage. About the middle of May I received a letter from Mr. Holmes, manager of the magazine, stating that he had "struck a snag in regard to the delivery of the magazine in Canada, in that on the 10th of May the second class postage rate, which had heretofore been 1c. per lb., between the United States and Canada, has been made 4c. per pound, which would quadruple the postage we would have to pay; but for this we had determined to give our magazine free to the reading blind of Canada."

At Mr. Holmes' request, I wrote to the Post Office Department at Ottawa, explaining the complication and asking if something could not be done to relieve the situation. In reply, I received a copy of a letter sent from the Canadian Department to Mr. Holmes, dated 11th June, as follows:—

"With further reference to your letter of 29th May to the Postmaster General, expressing the hope that newspapers and periodicals intended for the use of the blind may be allowed to enter Canada from the United States at the rate of postage applicable to second-class matter previous to the convention recently entered into between the two countries, I beg to say that, as such periodicals are printed and published in the United States, this Department has no control over the rate of postage which the United States postal authorities may require before they will allow their transmission by means of post. If, however, you or others interested can arrange with the United States Post Office Department to have such matter accepted either at the low rate of postage formerly enjoyed, or as free matter, this Department will be pleased to co-operate, and allow its transmission free through Canadian mails. This subject is one for the consideration of the United States Post Office Department, as their revenue would be affected. If, however, they consent to a loss of revenue by a lessening of the rates, or accepting such matter for free transmission, this Department would waive its treaty rights, and, by mutual arrangement, admit the passage of such matter free of postage through Canadian mails."

I heard nothing of the result of the publisher's application to Washington for some time, but, meeting Mr. Holmes in Boston in August, he informed me that he expected to have the magazines sent by express to one point in Canada and thence posted to Canadian subscribers. Probably the Canadian blind will be reading their Zieglers regularly, before this report reaches them.

VISITS TO OTHER INSTITUTIONS.

In the month of April, with the permission of the Minister, I visited the schools for blind children and youth, and the shops for blind adults, in the States of Wisconsin and Michigan. Monday, April 8th, I spent at the Wisconsin School for the Blind, at Janesville. Mr. Harvey Clark Superintendent. The buildings and grounds are in good condition, the main building, though apparently not as large as that of the Ontario Institution, really affording more accommodation by means of the basement under the whole building, a system of construction which is also applied to the buildings of the Michigan School at Lansing and of the Michigan Employment Institution at Saginaw.

The heating apparatus is located in a separate building situated on a side hill, the system being low pressure and gravity, using bituminous coal for fuel. The dynamo for lighting the building is managed by the engineering staff, current being taken from the city during the summer months when the Institution fires are out.

The floors in the central portion of the main building are of tiles; in the corridors of hard wood; the walls painted, with all corners protected by wooden beading. The stairs and landings are covered with corrugated iron. All doors are neatly numbered and lettered.

The system of small dormitories prevails, three or four pupils to each, which is preferable to our system of having ten to twenty pupils sleeping in one room. There are no special appliances for ventilation, nor did I observe any appliances or arrangements for out-door exercise.

The dining tables are conveniently arranged with a passage two feet wide through the centre of each, lengthwise, for the use of the waiter, which makes it unnecessary to hand food or drink over the shoulders of the pupils.

The gymnasium, which is large and well furnished, is also used as an assembly hall. It is located on the third floor, has a platform on the side for the orchestra and those who assist in entertaining, and a supply of chairs for seating an audience. The gymnastic instructor is a lady, and dancing is among the branches taught. Every Saturday evening there is a "social" in the gymnasium, when the male and female pupils engage in round dances, the school orchestra supplying the music. The Superintendent is of opinion that this exercise promotes grace of movement, and that the association of the sexes under proper supervision is beneficial.

There is no religious instruction in the Wisconsin school, the law of the State forbidding it.

There are about seventy acres of land connected with the Institution, much of which is in pasture. A herd of cows is kept for the supply of milk for the pupils. There is a small green-house, and the grounds are ornamented with flower beds, but lack the spacious walks and abundant shade trees which are a feature of the Ontario school grounds.

There is no street car service from the city, which is distant about two miles.

About one hundred pupils are in attendance, the sexes being equally represented. Pupils are received between the ages of eight and twenty-one; a few are allowed to remain after passing twenty-one, but none are received over that age. None are admitted to learn tuning alone, nor to spend all their time in the industrial department. The tuning department is at present in the basement, but Superintendent Clark has advised the erection of a separate music building, with provision of a massage department and swimming tanks.

There is not much canvassing for pupils by the officers of the school. The law of the State requires the County School Inspectors to report all cases of blindness in the State, but this work is not thoroughly done.

The chief design of the School being to give an English education to the blind children of the State, the literary work takes precedence over the musical and industrial.

There is a full graded Public School course, with Latin in addition. Each of the teachers has practically the same pupils throughout the day, instead of each taking some junior and some senior classes, as is the custom in the Ontario school.

No pupils being received under the age of eight, there is very little Kindergarten work, the so-called Kindergarten class being small with large pupils. From the beginning the children are taught to read the New York point system, the embossed line being entirely omitted. The custom at Brantford is to teach the embossed letters first, and take the point later.

More text books are used in the Wisconsin school than in the Ontario school; less dictation.

There are three classes in Domestic Science, with room and appliances to accommodate all the female pupils, whether partially or wholly blind. This department has a special teacher and is regarded as particularly useful.

One teacher has charge of the sewing and knitting classes, for which only one room is provided. The little boys, as well as the girls, are taught to knit and sew. The first sewing is done on canvas, the work corresponding to that done in our Kindergarten. Singer sewing machines are used.

In the workshop, adjacent to the main building, two ground-floor rooms are devoted to sloyd. One room, 20 feet by 20 feet, contains eight small carpenters' benches, provided with vise, saw, plane, hammer, chisel, etc., and with these tools totally blind boys produce neat inlaid work, towel racks, seats, benches and quite a variety of articles in wooden-ware. In the other room material and finished work are stored, and there is a turning lathe. No accidents to the pupils have ever occurred in this sloyd room, the blind pupils being more careful of their fingers than seeing children similarly employed. There are four classes in sloyd, and the sloyd teacher also has two classes in the literary department.

The training in sloyd is excellent to produce an all-round handy man, and is particularly useful for those who will some time try to repair pianos. Such a room and teacher could be added with advantage to the equipment of the Ontario school.

Rag-carpet weaving is taught in an adjoining room, the teacher stating that there has been a recent revival of demand for these goods, especially for rugs. A hand-loom costs forty dollars; those with fly-shuttles are dearer.

In the willow room is another teacher, who reported that he had ten or twelve pupils, though only one was actually at work at the moment of my visit. The products are dolls' buggies and large and small baskets, some of the latter being ornamented with plaited straw in colors. There was quite a stock of baskets on hand.

In one of the rooms is machinery for making brooms, but it is not used on account of the alleged impossibility of competing with convict labor.

An upper room in the workshop is used for teaching piano by a blind (male) teacher, who also trains the orchestra composed of fifteen instruments. Six of the young musicians are Germans from Milwaukee. Admission to membership in the orchestra is regarded as promotion, and there is great rivalry among the pupils for that honor, but I could not learn that ability

to play a portable instrument was looked upon as a likely means of earning a living.

Three literary societies are maintained, whose members give occasional entertainments to the other pupils.

In a small printing office, "manned" by a young lady, is a proof press and a fount of New York point print type, which must be very convenient when there is occasion to use many copies of a piece of music, a hymn, etc. The type is in excellent condition, though it has been so long in use that the oldest inhabitant could not tell me where it was obtained. After my return home, I made exhaustive inquiries, both through the Toronto Type Foundry and by letters to heads of Blind Institutions and type founders in the United States, but I had not succeeded in locating the matrices used in casting this type until August when I found them in Boston.

Mrs. Clark actively assists her husband in the management of the Institution, and I came away feeling under deep obligation to them both, as well as to their staff of teachers and officers, whom I have to thank for most courteous treatment and every assistance which it was in their power to bestow.

THE MICHIGAN SCHOOL.

On Wednesday, April 10th, I visited the Michigan State School for the Blind at Lansing, Mr. C. H. Holmes Superintendent. The teaching staff is composed almost entirely of ladies. The buildings, located some distance from the city, can be reached by trolley, and the grounds, covering forty-five acres, are well laid out and cared for. There is a commodious Hospital in a separate building, and a fine workshop. The pupils number 112, and the teachers 16. No pupils over twenty-one years of age are received.

With the kitchens, store-rooms, Domestic Science room, hammock room, and even the Kindergarten class, in the basement, it is possible to have single-pupil dormitories on the floors above, as well as so many play-rooms, sitting-rooms and study-rooms that there is no necessity to use the class-rooms for anything but their legitimate purpose.

There were fifteen children in the Kindergarten, ranging in age from six to ten years. Their hand-work is beads and raffia. As in the Wisconsin School, instruction in line-letter reading is omitted. The point system is taught from the first, but at Lansing the Braille is used instead of the New York point.

The classes are small. In teaching reading the teacher holds a book printed in ink, and so avoids the eye-strain of following the raised letter on a surface of the same color. In one of the classes the alternate reading was excellent.

The pupils begin to write when they begin to read, but they are taught only point and type-writing. The use of the grooved card and pencil writing in ordinary italic script is unknown at both the Janesville and the Lansing schools. The ex-pupil who wishes to send a letter when he has no type-writer, or who wishes to write to a person not acquainted with point print, would be at a loss. It seems to me that the ability to write legibly with a pencil is of more practical value to a blind person than the ability to use a type-writer.

For point writing at all the institutions I visited, the pupils use what we call the pocket-guide. They have no desk "slate" with brass guide, such as is made by the Engineer and Carpenter of the Ontario Institution, and one gentleman who had seen the Brantford "slate" suggested that there

would be a large sale for these "slates" in the United States at a high price. There is so much hand-work in the manufacture that the price would have to be high to leave a profit.

Nor have they any dissected maps in those institutions, such as are made and used at Brantford. I saw a class in Geography endeavoring to get an idea of the capes and islands of the Mediterranean Sea from a circular wooden map of the Eastern Hemisphere. The teacher had heard of dissected maps, but had formed a poor opinion of them.

A class of five in Literature (four girls and one boy) discussed Longfellow's "Tales of a Wayside Inn" very intelligently. The Latin class was composed of four girls, reading extracts from Caesar, and using the continental pronunciation. The corresponding classes at Brantford contain 19 and 13 pupils respectively.

As at Janesville, no pupils are received at the Lansing school for piano-tuning or industrial work exclusively. The age limits for admission are seven to nineteen years.

The Domestic Science room will accommodate sixteen pupils at a time, and the Matron testifies that the results of this branch of instruction are excellent.

There is shelving for books in each class-room, instead of a large central library.

Dancing is not taught nor engaged in.

There are fifty pupils in music and, besides the piano, instruction is given on portable instruments, including the violin.

There is a stereotyping plant, where brass sheets are prepared and music is printed. Some of the sheet music is disposed of to other institutions.

The boys and girls occupy the same dining-room, but sit at separate tables. Before the meal, the pupils sing "Be present at our Table, Lord."

Some trouble had been experienced with children who had acquired awkward motions of the head and hands, but no effective remedy had been discovered.

STAFF NOTATION.

I found at Lansing an excellent contrivance for teaching staff notation to the blind, a correct idea of which is particularly necessary for blind musicians who undertake to teach seeing pupils. It consists of hardwood tables twelve feet long by two feet wide, with two rows of grooves, five in each row, on a scale of one inch between grooves, representing the lines: hundreds of small gimlet holes are bored into the plank at regular intervals; the notes, sharps, flats and other signs are represented by movable castings of an alloy of aluminum, with two brass nails in each casting which will fit into two of the gimlet holes. With this apparatus any piece of music can be "set up," using the sheet printed in ink as "copy," and the blind pupil can study the arrangement by touch at leisure, until he knows just how the piece looks to the seeing person. It is the invention of Miss Grace Brown, teacher in the Lansing School for the Blind, who made and controls the patterns.

A compulsory education law, applicable to the blind, has been enacted in Michigan, but the Superintendent of the Lansing school estimates that 70 per cent. of those in the State legally eligible for admission are not in the school. It is the duty of the assessors to report all cases, but their returns are not complete, the common idea being that none should be reported except the totally blind.

The industrial training at the Lansing school includes piano-tuning, hammoek-making (for boys only), broom and brush-making. I saw no pupils at work at the hour of my visit to the broom department, but there were brooms and whisks in all stages of manufacture, and I was informed that 28 pupils were engaged in this work at periods when they had no literary classes, and also for 3½ hours on Saturdays. There are five machines for winding brooms and five for sewing. Tuning is taught in a room over the broom shop, and hammoek-making in the basement of the main building; the tuning pupils find employment either in piano factories or at custom work.

I have to thank Superintendent Holmes and his staff not only for courtesies during my visit, but also for information given me by letter after my return home.

WISCONSIN WORKSHOPS FOR ADULT BLIND.

I visited the Wisconsin Workshop for the Adult Blind on Tuesday, April 9th, and was courteously received by the Superintendent, Mr. Osear Kuestermann. The workshop is located at 1323 Vliet street, Milwaukee, Wis., in a rented building, and two small houses in the rear have also been rented for the storage of goods and materials. Mr. Kuestermann had an option on a good building, large enough for all purposes, which he hoped the Legislature would consent to purchase.

The present shop is 70 feet by 20 feet in size, and 28 men are employed at piece work, ten hours per day. It is estimated that there are more than 100 blind adults in Wisconsin able to learn a trade and work steadily, but even after their whereabouts are ascertained, there are difficulties in the way of getting them into the shop. Men who have peddled, or begged on the street, will not stay in a shop, particularly in the summer. Some who lived in distant parts of the State lacked the money to travel to Milwaukee, but the Legislature now grants a sum, not to exceed \$75.00 in any case, to bring the blind man to Milwaukee and pay his board until he can earn enough for the latter purpose. There is no boarding house in connection with the Institution, and Mr. Kuestermann does not want one, his theory being that the various classes of men employed in the shop find their natural environment and are happier there than they would be elsewhere.

Besides the Superintendent, there are three sighted teachers, or foremen, who are responsible for the quality of the goods made. Only perfect goods are sold, and there is no effort to work them off as products of blind industry. The teachers sort and point all the willow, thus avoiding the mistake of having rods of different sizes in the same basket. Mr. Kuestermann does not believe in blind teachers for the blind, as sight is required to finish and perfect many kinds of work, and the division of labor between the sighted and the blind is advantageous to the latter. Thus when a score of men are making baskets it pays to have one man put on the handles.

There was a large variety of baskets in stock at the time of my visit, but Mr. Kuestermann said he was in arrears with his orders. The workmen use strong, revolving models, braced with iron, and as they are all on piece work, they work very rapidly and steadily. It has been found impossible to compete with Europe in cane or split-willow goods, even with the protection of a customs duty of 42 per cent., so the Milwaukee shop confines its labors to baskets made of one-year-old willow. Some of the material is imported, the supply grown in the United States not being sufficient for the demand, but arrangements are being made to have willow

grown on the farms connected with the several State institutions, and to have it peeled by the insane and feeble-minded, thus reducing the cost and at the same time benefiting the defectives by giving them something to do. Under the existing system, any reduction in the cost of material increases the earnings of the blind operatives.

Wooden bottoms are used for the baskets made at Milwaukee; these are bought ready shaped, but there is a boring machine in the shop run by an electric motor.

The new hands are first set to work making dolls' buggies, and as they become expert they are put at any class of basket for which an order can be obtained. They dislike to be transferred from a line of goods to which they are accustomed, but often, by the time an order for fifty or one hundred dozens is filled, they have become skilful, are making good wages, and are more reluctant to leave that job than they were to begin it. The aim is to keep them steadily employed, even with some variation in their earnings.

Mr. Kuestermann considers these men much better off working in a factory under sighted supervision than they could be trying to manufacture similar goods in their own homes. The quality of the factory goods is better, and the workman has no trouble about buying the material or selling the product. The trade must be worked up on business methods, with illustrated catalogues and a mail-order system. The departmental stores are large customers of the Milwaukee factory.

The blind workmen get as wages the difference between the cost of the material and the price received for the product; the State supplies the room, fuel, tools, and superintendence and instruction. The wages range from two dollars to twelve dollars per week, and the cost to the State is inside of \$5,000.00 per year.

Mr. Kuestermann does not think well of broom-making as a trade for the blind. He tried mattresses and list shoes at first but abandoned them.

He finds an unlimited market for willow goods in the United States, sells some of the goods a long distance from the place of production, and is very firm in the opinion that a factory for blind adults should not only be under separate management from a school for blind youth, but that the two should not be in the same city.

MICHIGAN EMPLOYMENT INSTITUTION FOR THE BLIND.

I visited this Institution on Thursday, April 11th. The buildings are situated on the north side of Houghton Avenue, between Hanchett and Benjamin streets, West Saginaw, Michigan, and consist of the Administration building, factory, men's dormitory, women's dormitory and stables, representing an investment of \$80,000.00. Another building is needed for the storage of material and brooms.

The Superintendent, Mr. J. P. Hamilton, is himself a blind man, and most of his assistants are also blind. In his report to the Board of Trustees Mr. Hamilton says that the selection of a capable and reliable corps of helpers was no small task, as a small percentage of sighted persons are fitted for caring for the blind. "In many cases much outside influence was brought to bear to secure places for persons utterly unqualified to take positions in such an Institution as this. Believing that the success of any State Institution depends very largely on the kind of help employed, I used my most careful judgment in all cases and ——— I wish to express to you my profound gratitude for the liberal and business-like way in which your body



Willow Peelers, O.I.B., 1907.



has persistently refused to allow outside influence to be brought to bear on filling the inferior offices here. It is absolutely essential that a superintendent and his assistants work in complete unison to get the best results, and in every instance have you kept this in mind."

Mr. Hamilton gives his reasons for deciding that "for a large number of blind people regularly engaged as well as being taught, the broom trade was the most practical. The demand for brooms is almost unlimited and there is almost nothing about the trade from the preparation of the corn to the bunching of the finished brooms which blind people cannot do unassisted. Besides the broom trade, hammock-making, chair-caning and cobbling have been introduced. On account of the increasing popularity of machine-made hammocks there is a very limited market for those made by hand, and the trade is not a paying one. Up to the present time chair-caning is the best thing we have been able to find for the women. Though not paying large wages, it furnishes them employment in their own homes and is clean, light work which they can do well. In addition to this, the women learn fancy work of many kinds, including knitting, crocheting, sewing and raffia work. For men, cobbling is one of the most practical trades we have found. A blind person with good mechanical ability can learn to repair shoes and can work fast enough to compete with sighted workmen. Work is always brought and called for. Very few blind people, becoming blind in later life, are able to master the art of tuning a piano well, and at the same time the necessary mechanical skill to enable them successfully to repair and regulate pianos."

Mr. Hamilton defends the Saginaw system of rooming and boarding the workmen and apprentices, which, he says, has been severely criticized by some workers for the blind, more especially those from the east. "Blind people necessarily earn small wages, and the theory that they should live outside such institutions as this, on account of the good they get from contact with the outside world, results in their living under saloons, over saloons, in garrets and cellars and basements, and anywhere they can get in cheap." On the plan contemplated by the establishing Act the Institution "can never become self-supporting, or nearly so. Board, lodging and instruction are furnished free to apprentices and as they always form a large percentage of the total number enrolled, the State will always have a considerable amount to pay in order to maintain those learning. As a pure matter of dollars and cents, the blind who need help, like any other class needing help, could doubtless be taken care of more cheaply in poor-houses or in other places where no attention is given to teaching trades. But, if we take into consideration the renewed hope, the regained usefulness, and the brightened lives made possible by such institutions as these, they are doing their fair share of good in the world and are not expensive experiments, as some politicians have denominated them."

At the time of my visit there were in the Saginaw Institution 50 men and 20 women at work in the different departments, and more could be accommodated at very little additional expense. In the broom shop practically all the men and half a dozen of the women were employed. A few of the workers have been transferred from the poor-houses, but most of them were found by means of circulars and by exhibitions of work done at the Detroit and Grand Rapids fairs. The visitors' attendant is a former pupil of the Brantford Institution.

There is one sighted man in the broom factory, whose duty it is to pack and ship the brooms, but the teachers of both the broom-making and the cobbling are blind.

Ex-pupils from the State School for the Blind, who have had previous partial training in the trades, are not regarded as the best workmen in the broom factory, and Mr. Hamilton thinks it is well that the two establishments are in different cities. Blind men do effective work at sorting, winding and sewing, but it was remarked that they could not make brooms on their own account with profit unless they received the retail price.

The house in which the men live is provided with a smoking-room, and with conveniences for games, such as checkers and dominoes. Part of the women's house is used as a work-room, where Mrs. Draper teaches ten women to cane chairs, orders enough to keep them busy being received from the citizens of Saginaw. The women are paid three dollars a week for their work and charged two dollars for their board. Some of them sew and do fancy work. One clever woman, totally blind, is an expert darning; she mends the men's socks and underclothes. The men work by the piece and pay for their board as soon as they get on the pay-roll.

The dining-room for both sexes is in the basement of the Administration building, but the men and women do not take their meals at the same hours.

There is a circulating library in care of Mr. Shotwell, a blind man, with books in line letter, Braille and New York point. The librarian gives lessons in reading, writing and type-writing to those who desire instruction.

The expenditures, which are under the management of the Superintendent and the State Board of Control, amount to about \$25,000.00 a year net. So far as possible the materials and goods are bought within the State of Michigan, but without regard to political patronage.

On leaving the Institution Mr. and Mrs. Hamilton very kindly took me for a drive through the city and conducted me to the Manual Training Department of the East Saginaw High School, founded by Mr. Burt, a wealthy citizen. In this most complete establishment hundreds of boys and girls were busy at their work in iron, copper, clay and wood, and the products of their skill and industry were displayed in great variety. Among the other departments are a well-equipped laundry, a gymnasium and a large swimming tank. Such a school would be creditable to a much larger city than Saginaw.

REMARKS.

The grading of the pupils in a school for the blind, on the exact plan adopted in the Public Schools for the sighted, is beset with almost insuperable difficulties. Pupils ranging in age from six to sixteen are received who have to begin to learn the alphabet, and some of these are ready for promotion much sooner than others. Some of all ages are intellectually defective or undeveloped—it requires time, acquaintance and experiment to know which. Another drawback to regular promotion is that some parents take or keep their children home for the most trifling reasons, thus causing them to fall behind their fellows in the classes. The blind require much more individual teaching than the sighted, especially in such subjects as writing and geography, hence the classes should be small. The Ontario Public School Readers and other text-books are not published in tactile characters, therefore books for pupils' use must be obtained from The American Printing House for the Blind, Louisville, Kentucky. In the endeavor to use Ontario books as far as possible, as in Arithmetic, Spelling, Geography, History, etc., the teacher in our school dictates to the pupils, whereas in the United States schools each pupil is supplied with a text-book from which to study the lessons. The ground covered in the Ontario Institution for

the Blind is substantially the same as in the Ontario Public Schools, with the exception of the Art course, in which the blind can have no part.

A font of movable New York point type and a proof press, such as are used at the Janesville school, would be more useful to us than a stereotyping outfit.

I have ascertained the cost of an outfit, such as is used in the Michigan school, for teaching the staff notation to blind pupils in music, and expect to obtain one ere long.

If we had more room, and a competent teacher for the purpose, I would recommend the formation of an orchestra, as a recreation for its members, and to give variety to our entertainments, though I cannot certify that ability to play on a portable instrument would be useful to help a blind man earn a living.

With better accommodation, and a teacher not otherwise fully employed, the enlargement of our Domestic Science class, to include all the female pupils over twelve years of age, would be advisable. The comfort and usefulness of the girls on their return to their homes would thus be sensibly increased.

An outfit and teacher for sloyd for the boys would also be very useful. Sloyd is a Swedish word (slojd) descriptive of the system of manual training which originated in Finland. It is not confined to wood-working, as is frequently supposed (though this is the branch most commonly taught), but is work with the hands and with simple tools. The system is adapted to the needs of different grades of the elementary schools, and is designed to develop the pupils mentally and physically. Its aim is, therefore, not special technical training, but general development and the laying of a foundation for future industrial growth. The sloyd class is doing very satisfactory work at the Wisconsin school, and its usefulness as a preparation for piano repairing, basket or broom-making, or any occupation of a mechanical character is obvious.

With regard to work for adults, I was most favorably impressed with the experiment being made at Milwaukee, where the manufacture of willow-ware on piece wages is carried on, the workmen finding their own boarding places. Sighted superintendence and instruction are desirable.

BOSTON CONVENTION OF WORKERS FOR THE BLIND.

On the invitation of Charles F. F. Campbell, Superintendent of the Industrial Department, Massachusetts Commission for the Blind, and with your permission, I attended the Boston Convention of the American Association of Workers for the Blind, held at the Kindergarten for the Blind, Jamaica Plain, during the last week in August, 1907. At every session of the Convention, which lasted four days, there was a large attendance of "workers," both blind and sighted; most of whom took part in the discussions. Rev. Charles H. Jones, Ex-Superintendent of the Connecticut Institute for the Blind, presided at the first session on August 27th. After prayer, he called upon General Francis H. Appleton, President of the Perkins Institution and Massachusetts School for the Blind; Miss Helen Keller, representing the Massachusetts Commission for the Blind, and William P. Fowler, Vice-President of the Massachusetts Association for Promoting the Interests of the Blind, to deliver addresses of welcome.

General Appleton, after courteous words of welcome to Boston, remarked that the Perkins Institution, although among the oldest in the country, was always seeking methods of improvement, and he made a graceful reference

to the recent transference of Superintendent Allen from the Pennsylvania to the Massachusetts Institution.

Mr. Fowler said the great aim of the Association which he represented was to interest the people in the condition and needs of the adult blind, and to promote industrial education.

Miss Helen Keller spoke at some length, her sentences being repeated to the audience by Mr. Macy, as some of the words were indistinctly uttered. She said in part:—

"Ladies and Gentlemen,—In behalf of the Massachusetts Commission for the Blind, I welcome to Boston this Association of workers for the sightless. The purpose of our Convention, which represents every movement to better the condition of the blind, is to secure co-operation between the institutions and societies which are concerned in our problem. I know that good will come of our taking counsel together. I feel that we have the fair-mindedness to look at facts squarely, and the courage to set out hopefully on the long road which stretches before us.

"Our problem is complicated, and has more sides than isolated effort, however zealous, can compass. We must see to it that in the diversity of interests one class of the blind is not overlooked for the sake of another, or any part of the work undervalued. The workshop, the library of embossed books, the home for the aged blind, the nursery, the kindergarten and the school are seen to be parts of a system with one end in view. I rejoice that there is assembled here a company of men and women determined to take to heart all the needs of all the blind, and in the name of the blind, and of the State whose Commission I represent, I bid you welcome.

"We have been forced to realize the shortcomings of our system, or lack of system, wherein faithful workers go in opposite directions, each hugging a private book of embossed type, or the plans of an institution which is to be the best and only seat of salvation for the blind. Let us draw our forces together. However we differ in the details of our work, let us unite in the conviction that the essential thing is to give the blind something they can do with brain and hand. The higher education, in which some of us are particularly interested, depends largely on early training in childhood, on healthy surroundings at school, on physical happiness, abundant play and outdoor exercise.

"Beside the blind, for whom existing institutions are intended to provide, there is a numerous class of active, useful men and women who lose their sight in mature years. Those who are in the dark from childhood are hard pressed by obstacles. But the man suddenly stricken blind is another Samson, bound, captive, helpless, until we unloose his chains.

"This Association may become an organized power which will carry knowledge of the needs of the blind to every corner of the country. It may bring about co-operation and good-will between schools, associations and all sincere workers for the sightless. It may start or stimulate efficient work in States which are yet in original darkness. Blindness must always remain an evil, whatever we do to make it bearable. We must strike at the root of blindness and labor to diminish and prevent it.

"The problem of prevention should be dealt with frankly. Physicians, as we are glad to see they are doing, should take pains to disseminate knowledge needful for a clear understanding of the causes of blindness.

"The time for hinting at unpleasant truths is past. Let us insist that the States put into practice every known and approved method of prevention, and that physicians and teachers open the doors of knowledge wide for the people to enter in. The facts are not agreeable reading, often they are

revolting. But it is better that our sensibilities should be shocked than that we should be ignorant of facts upon which rest sight, hearing, intelligence, morals and the life of the children of men. Let us do our best to rend the thick curtain with which society is hiding its eyes from unpleasant but needful truth.

"No organization is doing its duty that only bestows charity and does not also communicate the knowledge which saves and blesses. We read that in one year Indiana has appropriated over one million dollars to aid and increase institutions for the blind, the deaf, the insane, the feeble-minded, the epileptical. Surely the time has come for us to ask plain questions and to receive plain answers. While we do our part to alleviate present disease, let us press forward in the scientific study which shall reveal our bodies as sacred temples of the soul. When the promises of the future are fulfilled and we rightly understand our bodies and our responsibilities toward unborn generations, the institutions for defectives, which are now our pride, will become terrible monuments to our ignorance and the needless misery that we once endured."

The general subject for the forenoon discussion was "Preparation for Graduate Life." Dr. C. F. Fraser, Superintendent of the School for the Blind, Halifax, Nova Scotia (himself blind), read a paper on "Graduates of Schools for the Blind and their Needs." The following sentences are extracted:—"In considering the needs of our graduates, a few preliminary remarks as to the training given in schools for the blind may not be out of place. The officers and teachers in schools for the blind should be enthusiasts in their particular line of work. They should endeavor to impress upon their pupils a strong spirit of self-reliance, and faith in the idea that the world has work for them to do. The mental, moral and physical training given in many schools for the blind is admirable, but in some schools it fails, in that it is not specific and definite. Each pupil requires special study upon the part of Superintendent and teachers. The weak places in his character or physique must be strengthened, his manners and habits duly considered, his mental aptitude fully gauged, and his training such as to insure a practical knowledge of at least one occupation which has a commercial value in the world.

"The choice of a locality in which to settle is of the utmost importance to a graduate of a school for the blind. Those who are blind are, as a rule, more successful in communities where they can become well known. Populous cities and sparsely settled country districts offer few opportunities of employment to the graduate of average ability. The choice of a locality should generally be made in the smaller cities, towns and villages.

"A blind person cannot make a successful start in life without money in his pocket. I established a modest loan and aid fund of \$1,000 to assist graduates in good standing. The advantage of such a fund has, year by year, become more apparent to me, and although the individual loans were not large I believe that many of our graduates would have failed to succeed had it not been possible to place within their reach the necessary financial assistance."

Dr. Fraser remarked that one might have a good literary education and still not know anything which would assist in obtaining bread and butter. The ability to play the piano was secondary in importance to the ability to teach the piano. He spoke of the qualifications necessary to success in piano tuning and those needed for commercial work.

"To sum up:—Our graduates need specific training, they need to select with care the locality in which to reside, they need to have money in their

pockets, they need to be properly introduced, and they need to identify themselves with local organizations. These needs being met, we should have no fear as to their success, provided their industry and the quality of their work merit the support and encouragement of their fellow citizens."

A paper on "A Business Course an Essential Part of the Curriculum of Schools for the Blind," prepared by Albert G. Cowgill, of the Pennsylvania Institution for the Instruction of the Blind, was read by Superintendent E. E. Allen, of the Perkins Institution. It embodied suggestions as to the fundamental importance of education from the standpoint of the economic relations involved. In teaching business to a class, Mr. Cowgill reviews the arithmetic work, teaches book-keeping, political economy, commercial geography and practical business, including salesmanship. He heartily approved of keeping in touch with graduates, as is done by the visitations of Liborio Delfino, the Field Officer of the Pennsylvania Institution.

The discussion on these papers was opened by Miss Christine LaBarraque, of California, a blind lady who was born in France, but came to the United States in childhood and entered the California School for the Blind. After graduating she took the regular academic course at the University of California, and later studied at the Hastings Law School, teaching languages in the public night schools of San Francisco at the same time. Miss LaBarraque is the first and only blind woman who has ever been admitted to the American bar. She took a thorough musical course at the New England Conservatory of Music, and spent a winter in Florence studying with Senors Vannuccini and Panzani. She speaks with fluency English, French, Spanish and Italian. Her address to the Convention was brief but appropriate.

Dr. Allen, of Massachusetts, told about the method he had adopted in the Pennsylvania School of paying pupils for caning chairs, and having part of the money deposited in a bank to be withdrawn when the pupil leaves the school.

John B. Bledsoe, Superintendent of the Maryland School, described his method of paying pupils, which differed from the one followed by Mr. Allen.

O. H. Barritt, formerly of the Batavia, N.Y., School, but now of Overbrook, Pa., spoke of teaching the pupils to grapple with the problems of life, to do something in vacations to earn money, etc. He told of the placing of graduate piano tuners in situations.

Dr. F. J. Campbell, of the Royal Normal College for the Blind, London, England, who lost his sight at the age of four years, said that he was always on the lookout for chances to place his blind organists and tuners, and when he heard of an opening he went for it.

I had been appointed, with two others besides those named above, to take part in this discussion, but as the hour of adjournment was approaching when I was called upon, I spoke rapidly and briefly on only a few of the topics that had been mentioned. I referred to the necessity of care in the selection of the pupils who should be taught piano tuning, as men of slovenly appearance, bad manners or lazy habits could not obtain or retain employment. When the Ontario Institution had a young man properly trained as a tuner, an effort was made to get him a place in a piano factory, not only because blind men were better adapted for factory work than for custom work, but because after all their experience with old pianos in the school they needed practice on new pianos. I added that the placing of competent tuners gave me little trouble in these prosperous times, when thousands of pianos were being made and sold every year; nor did I have to worry about the pay they got. I could name many tuners--graduates of the Institu-

tion—who were receiving high wages; many of them heads of families and property owners. But I wanted to find out, if possible, how to profitably employ the young men who could by no method known to me be trained for musicians, teachers or tuners. We had to take some children from the very borderland of imbecility, and give them a fair and sometimes prolonged test to ascertain if the state in which we found them was the result of mental deficiency or of parental neglect; these, and others a grade above them intellectually, would never become tuners or teachers if they had their sight, yet they must eat as regularly and as much as those who could earn high wages. Add to these the many blind who lost their sight in adult life by accident or otherwise, and there confronted us a far more difficult problem than was involved in locating tuners. The sighted man of sub-ordinary mental capacity could always fall back on unskilled labor, but the blind man could not wield the pick or shovel. I mentioned my visits to the workshops for blind adults in Milwaukee and Saginaw, and said that I was anxious to see similar shops established in Ontario. I approved of the idea of keeping in touch with the ex-pupils of schools for the blind, and described the means I had taken to locate and hear from those who had left the O. I. B., sending them reports and marked newspapers, answering all their letters promptly and getting them on the circulating library list. Alluding to the recommendations of former speakers that pupils should be taught self-reliance, I suggested that there was a happy mean between the extremes of conceit and humility, and I thought it better for the pupil to leave the school with a correct conception of the difficulties to be confronted than to live in a fool's paradise during the years at school and encounter bitter disappointment in the world of labor and business. I argued that pencil writing should be taught as well as point and typewriting, and the blind men and women in the audience showed their warm approval of that contention.

After luncheon the members of the Convention went by street cars to visit the salesrooms of the Perkins Institution and the Massachusetts Commission for the Blind, at 383 Boylston street, where mattresses, curtains, rings, etc., are exposed for sale; also the office of the State Commission for the Blind in the Ford Building, near the State House. Then all repaired to a reception given by Miss Annette P. Rogers and Miss Annie E. Fisher at Miss Rogers' home, No. 5 Joy street, in honor of Superintendent Edward E. Allen and Mrs. Allen, who had lately come to the Perkins Institution. This afforded a fine opportunity to become acquainted with the members of the Convention and to talk over the topics of the forenoon session.

At the evening session, Dr. Edward M. Hartwell, Chairman of the Massachusetts Commission for the Blind, presiding, the subject for discussion was "Prevention and Reduction of Blindness."

Dr. F. Park Lewis, of Buffalo, Chairman of the New York State Commission for the Blind, gave an address and read a paper on "Prevention of Unnecessary Blindness a Public Duty," saying in part:—

"There is no doubt whatever that from thirty to forty per cent. of those who are blind need never have become so had proper measures been taken at the right time to prevent this affliction.

"With much of the unnecessary blindness we may not here concern ourselves, but when young infants, who come into the world normal in every particular, have their eyes destroyed as the result of an avoidable infection, the failure to use the simple measures that will prevent it and to warn those who should know what to do, but fail to do it, becomes a crime, for which you and I are responsible. Ophthalmia neonatorum or inflammation of the eyes of new-born babies is one of the commonest and at the same time one of

the most dangerous maladies of the eyes to which the child is subject. It is not confined to the tenement house district, it may occur in any class of society. Twenty-four years ago, Professor Crede, of Leipsic, made a great discovery for which some day the whole world will unite in doing honor to his memory. At that time he made the announcement that by allowing a small drop of a two per cent. solution of nitrate of silver to drop from the end of a tiny glass rod upon the eye-ball of a new-born child, the microbes of infection were destroyed and the eye itself was uninjured. If this great discovery of Crede's were uniformly employed, the chief cause of blindness throughout the civilized world would be abolished.

"Many babies have had their light extinguished forever because of the carelessness or neglect of someone who should have known, but did not, and should have cared enough, but did not, to put one drop of the simple, but necessary, prophylactic in the eyes of the child in time to save him from such a fate. About one-quarter of the children in all of the schools for the blind have lost their sight from this cause.

"The plan to which the American Medical Association has given its approval provides for a perfectly organized movement covering the whole United States from Maine to Alaska and from Canada to the Gulf. It includes the appointment of committees from each State Medical Society, and through these from every county society in America, these to follow a definite plan of campaign which shall be given with the authority and approval of the National Ophthalmological and Obstetrical Associations."

Dr. Lewis spoke of the general employment of midwives by the foreign population in the large cities, many of whom were too ignorant to apply the proper measures for the prevention of ophthalmia neonatorum, and even when a physician was called he was sometimes in too much of a hurry to look after the infant's eyes.

The paper was discussed by several Boston physicians. When an invitation was given for general discussion, I stated that I had noticed in several of the reports of English and German institutions for the blind a page of directions for preventing ophthalmia neonatorum, and in view of the ignorance of midwives and the neglect of physicians described by Dr. Lewis, I would suggest that a brief statement of preventive measures, approved by the medical profession in America, should be printed in the annual reports of all the American schools, and steps taken to have the same copied by the newspapers, so that the warning of danger would be conveyed to fathers and mothers as well as to doctors and midwives. The following is a sample of the directions I had in mind when speaking:—

PREVENTION OF BLINDNESS.

(From the Report of the Royal Glasgow Asylum for the Blind.)

The Managers being painfully impressed with the fact that loss of sight might have been prevented in the case of many of the persons who come before them for admission, are anxious to make the fact known as widely as possible that one of the most common causes of blindness is infantile inflammation of the eye; and the majority of the cases are due to contagious discharges getting into the eyes during or soon after birth, but if dealt with at once the sad results of blindness may be prevented.

The essential precautions are:—

1. Immediately after the birth of the baby, and before anything else is done, wipe the eyelids and all parts surrounding the eyes with a soft, dry

linen rag: soon afterwards wash these parts with tepid water before any other part is touched.

2. Avoid exposing the baby to cold air; do not take it into the open air in cold weather; dress the infant warmly and cover its head, because cold is also one of the causes of this eye-disease.

When the disease appears it is easily and at once recognized by the redness, swelling and heat of the eyelids, and by the discharge of yellowish-white matter from the eye. Immediately on the appearance of these signs seek the advice of a medical man; but in the meantime proceed at once to keep the eyes as clean as possible by very frequently cleansing away the discharge. It is the discharge that does the mischief.

The cleansing of the eye is best done in this way:—

1. Separate the eyelids with the finger and thumb, and wash out the matter by allowing a gentle stream of lukewarm water to run between them from a piece of rag or cotton-wool held two or three inches above the eye.

2. Then move the eyelids up and down and from side to side in a gentle rubbing way, to bring out the matter from below them; then wipe it or wash it off in the same manner. This cleansing will take three or four minutes, and it is to be repeated regularly every half-hour at first, and later, if there is less discharge, every hour.

3. The saving of the sight depends entirely on the greatest care and attention to cleanliness. Small pieces of clean rag are better than a sponge, as each rag is to be used only once, and then burned immediately; sponges should never be used, except they are burnt after each washing.

4. A little washed lard should be smeared along the edges of the eyelids occasionally, to prevent them from sticking.

Special Warning.—Of all the mistaken practices which ignorance is apt to resort to, none is more ruinous than the use of poultices. Let them be dreaded and shunned as the destroyers of a new-born baby's sight. Tea leaves and sugar-of-lead lotions are equally conducive to terrible mischief, stopping the way as they do to the only right and proper course to be taken.

Dr. Anna G. Richardson read a paper on "Advantages of After-Care and Social Service Work for Patients from Hospitals for the Treatment of Diseases of the Eye."

William P. Fowler, Vice-President of the Massachusetts Association, being called upon, explained that the Society of Workers for the Blind had started on two separate lines, one in the interests of the adult blind, and one for the technical and industrial education of those who would otherwise burden the State.

At the Wednesday morning session, Dr. E. E. Allen presiding, the topic was, "Organized Work for the Blind."

Dr. F. Park Lewis, Chairman of the New York Commission for the Blind, said that when he began to take special interest in the blind, fourteen years ago, he noticed that adults had encroached upon the schools designed for blind children: fully one-quarter of the "pupils" in attendance were over twenty-one years of age, and some of these were quite unfit to associate with children. Others, though within the school age, were defective in intellect. Pains have been taken to exclude these two classes as far as possible. Then the State must make other provision for blind adults. The first thing was to find out how many blind there were in the State, who they were, what they did or could do, whether they wanted to work, etc. A Commission was appointed in 1903 to collect the information and report. About the same time the Massachusetts Commission was appointed and the two compared notes and worked on similar lines. In

1906 a second New York Commission was appointed and \$5,000.00 was appropriated to take a census of the blind of the State, with such particulars as could be obtained. The New York Association for the Blind had done much of the work and had given great aid to the Commission, much of the statistical work having been performed by Miss Edith Holt. A permanent Commission was required in every State, (1) to find the young blind, (2) to find the adult blind, (3) to put each class in its proper place, (4) to take proper care of them afterwards.

Superintendent O. H. Burritt, Secretary of the New York Commission, said that 5,800 blind persons had been located in New York State and the records of 5,310 had been tabulated. It had been found necessary to call at ten places to locate six blind persons. The Commission had concluded that provision should be made for the prevention of blindness and for the betterment of the condition of the several classes of blind, who might be thus divided:—(a) Those from infancy to the fifth year; (b) Those of school age; (c) Those from 21 to 50 (working age), and (d) Those over 50. Mr. Burritt exhibited some of the sheets of figures, which had been prepared with immense labor by the Misses Holt. No provision had been made for infants under eight years of age, except the Sunshine Home in New York, which cares for 18 children. The State school at Batavia was overcrowded. Kindergartens were needed to prepare little ones for the schools. He could suggest many improvements for the schools, such as a swimming tank in connection with the Batavia school gymnasium. There was need of a higher educational standard; the work of the blind needed to be better than that of the seeing. The mentally weak should be separated from the normal children. He favored early enrollment in the schools, which could be secured by the co-operation of the home teachers and the field officers, but not by a compulsory law. Forty-five per cent. of the blind were between the ages of twenty and fifty, therefore adult workshops were needed, not necessarily large ones, but they should be situated in centres of dense population, and there should be separate shops for each sex. These shops should be run on business principles, not filled with incompetents, and it should be understood from the beginning that they will not be self-supporting, but will require supplemental help. In the shops there must be provision to regularly employ the blind able to work, after their tutelage is ended. Mr. Burritt spoke approvingly of the work of the field officer in Pennsylvania, and the work of the home teachers in Massachusetts and Rhode Island.

Mr. G. W. Conner, of the Maryland Commission for the Blind, said that \$3,000 had been appropriated for the expenses of the Commission. The Legislature had authorized the expenditure of \$50 per capita to get the blind started at work, and \$200 had been appropriated to provide a home for an indigent blind woman. Mr. Conner had been deputed to canvass the eastern shore of Maryland, including nine counties, and he had found there 50 children blind or deaf, and 150 blind adults. Altogether in the State 309 adult males and 214 adult females had been reported on; 75 were earning their living, 75 a partial living, ten per cent. were in easy circumstances; 23 persons were in the alms-houses; a large percentage were living in idleness, depending on friends for their support; half of the blind were between the ages of 18 and 50. The Commission had not decided what to recommend to the Legislature. He (Mr. Conner) thought the workshops should be removed from the school and made a distinct centre, and that work done in the homes of the blind should be sent to the shops for sale. Home instruction was necessary. It is impossible for a blind man to earn as much as one

who sees, therefore the expenses of running the shops must be met by outside aid. At the school broom shop, 15,000 dozens had been made, but it would do better taken away from and kept separate from the school.

Dr. E. M. Hartwell, Chairman of the Massachusetts Commission, said that the Connecticut and Michigan Commissions for the Blind antedated the others. A careful comparison showed that the experience of any State would apply to the other States. The Massachusetts Commission, as at present constituted, consisted of five members and was thirteen months old. Its work covered the collection and registration of information and the establishment of industries. Workshops have been established and there are also industries in connection with the State school. Census taking is an art, the difficulty of which is not comprehended until one tries it. The Commission encouraged home teaching. \$5,000 a year had been appropriated for several years for the expenses of the Commission. The home teachers gave lessons in reading and simple handicrafts. In 1903, the women of the State consulted the Governor, who recommended that definite information about the blind should be obtained. A Commission of three members was appointed, who met the New York Commission, and the two gave mutual help. He had found that a ten minutes' look through an institution was more useful than a tome of letters and reports. He had visited twenty institutions. The schools for the blind were old and popular, but they had not the necessary facilities for caring for the adult blind. The latter got shops when they personally demanded them. The attitude of the schools, especially in the last five years, was scholastic. There was no antagonism between the schools and the shops, for there was work and a field for both. The Massachusetts agent had studied 500 cases of blindness, and his findings had been compared with those of the national census. The decision was that the adult blind had been neglected; they needed occupation; employment amongst their friends if possible, or a chance to earn wages in a shop. The aged blind should be provided with comfortable homes for the decline of life, but segregation was inadvisable. There was no great popular interest nor knowledge about the blind, even among medical men. The Commission was considering the cases of blind infants who required care, and those of blind women who sent in crochet work, etc., from their homes to be sold, and it desired to get full statistics about the blind, young and old.

Mr. William Lynch spoke for the Maine Association for the Blind, all of whose members are blind, saying that the seeing people were willing to do what the blind themselves asked for. The latter must take the initiative. The Association was formed in 1903.

Miss Harriet Rees, Secretary of the Scotoic Aid Society of Missouri, said that she used to be a Kindergarten teacher, but being promoted six years ago to another position, the question was forced upon her, "What must be done for the blind after they leave school?" Shall they be turned out to sink or swim? She went to London, where she was engaged in research work in the British Museum, and she sent home reports of the work done for adults in Britain. Sixty-five of the best names in St. Louis were on the subscription list of the Scotoic Aid. She knew of a millionaire who wanted to do something for the blind. The first need was a factory for the men, not a home, but a workshop, which should be half or more than half self-supporting.

Miss Winifred Holt, Secretary of the New York Association for the Blind, opened with a reference to the Home for Blind Babies in Brooklyn, and to the pension paid by the city of New York of \$50 a year to blind adults having no other means of support. Nine out of ten of the blind became

blind after they had passed school age. She described the formation of the New York Association, which was incorporated in 1906. They were studying to ascertain what was being done for the blind in all countries; how to prevent blindness, as had been told by Dr. Lewis; safety devices to prevent the loss of sight by accidents in blasting, manufacturing, etc. Before admission to their shop a medical examination was required, to guard against tuberculosis. The work was making brooms and caning chairs. She hoped to see a shop for blind women. Now they are taught and material is provided for them at their homes. All the home teaching is done by blind people, who do it better than seeing people (cheers). Among available work for blind women are handling the telephone switchboard and making cardboard boxes. The Association is opposed to segregation of the blind, and aims to encourage normal life in private homes. The city is laid out into districts; there are some unofficial services, such as donating food and clothing to meet an emergency. There are numerous projects for the future—a blind self-improvement club, a blind women's club for the cultivation of pleasure and beauty; a ticket bureau; dancing, skating, an information bureau, a depot of supplies. The concerts encourage the use of the tooth brush and the shoe brush. There are now five blind switchboard operatives in New York, two in hospitals, two in business houses, one in the editorial room of a great daily paper. This industry for the blind was originated in a private house. (Miss Holt told an amusing story of a visit from the manager of an establishment where one of her blind girls was employed at a switchboard. She expected to hear some fault found with the work, but the manager merely suggested that the girl should wear a less vivid blouse).

Mr. Samuel Hubbard, Secretary of the Massachusetts Association, recalled how the ladies of Massachusetts camped on the State House steps to secure the first Commission for the Blind. It was found that publicity was needed and Mr. C. F. F. Campbell was employed as field agent. After the Commission was re-appointed, attention was drawn to the limitations of the blind in industrial work, and an experimental station was established to ascertain what the blind could do. Some blind people are now working in factories with the sighted. The Legislature last year made the Commission permanent. Mr. Hubbard defined the relative duties of the individual and the State, and affirmed that a State or a city could be pauperized by doing for it what it should do for itself. The Massachusetts Association loaned out small sums for times of stress.

In the afternoon the members of Convention visited Harvard University, and afterwards inspected the Cambridge workshops of the Massachusetts Commission. They found blind men at work under sighted supervision, making brooms, rugs and mops. The rugs were of the "rag-carpet" style, but were made entirely of new material, and in neat patterns. On my remarking that they could not be sold at the prices quoted in any place with which I was acquainted, I was informed that many wealthy people, who were interested in "Arts and Crafts," would buy almost anything, provided it was made by hand. The rugs were used in summer residences at the seaside, the colors being chosen to match walls and furniture.

Afternoon tea was served at Mr. Campbell's residence, where curtains and other articles made by the blind were displayed.

At the evening session, E. J. Nolan, LL.B., presiding, the first topic was Libraries for the Blind, discussed by Miss E. J. Giffin, of the Congressional Library, Washington, who told about the apartment set apart for the blind to read in; Miss E. R. Neisser, of Philadelphia, and Miss Jennie Bubier, of Lynn, Mass. Miss Lucy Wright, Superintendent of Registra-

tion and Information of the Massachusetts Commission, discussed Field Work and Co-operation. Mr. Liborio Delfino, Field Officer of the Pennsylvania Institution, described at length his methods of finding and getting acquainted with the adult blind, many of whom could hardly be convinced that they could learn to read; incidentally, he located many blind children and got them into the school at Overbrook.

"Home Teaching" was discussed by three Home Teachers, Miss Virginia Kelly, of Maryland; Miss Fanny Kimball, of Rhode Island, and Mr. John Vars, of Massachusetts.

Rev. Henry N. Couden, Chaplain of the U. S. House of Representatives, was to have presided at the morning session on Thursday, but in his absence the chair was filled by Mr. Burritt. The topic was "Occupations for the Blind."

Superintendent Joseph Sanders, of California, opened the discussion on broom-making. He said that the blind of California got \$40,000 twenty-three years ago to found a home for the teaching of trades, and he was asked to go there to teach. He has been in the New York and Boston schools as a pupil, and in the Philadelphia shop as a workman. Much effort had been made (and wasted) in trying to make a musician of him; his forte was buying and selling, but that was not discovered while he was a pupil at the blind school. Now the California shop makes 50 dozens of brooms per day, and when the new shop is completed it is expected to make 400 dozens. Application had been made to the Legislature for \$50,000 for a new dormitory. There were 70 to 80 men and 20 women at work, and there was a home for the aged blind who were unfit for work. All classes, provided they were of good character and mentally and physically fit, were admitted. Making brooms, said Mr. Sanders, is the trade for the blind; they can do it all and sell the goods. He got the same price for brooms made by the blind as was paid for brooms made by sighted labor. His brooms were exported to the Phillippines and to Japan, and so great was the demand that he could not supply it. The women were also employed, the men's and women's shops being 150 feet apart. They pay part of their support. They get half of their wages, and the rest goes toward their maintenance. A girl will earn from \$3.00 to \$17.00 per month at chair work. He ran a shop, but he had nothing to say against the schools; he thanked the schools for what they had done for him, though they could not make him a musician or a tuner. Pupils should be sorted out, and those who were intended for salesmen or drummers should be trained accordingly. In his shop the girls make toy and whisk brooms; all the Pullman cars west of the Rocky Mountains are supplied from his shop; the orders for brooms are 500 dozens in arrears.

Superintendent R. E. Colby, of Connecticut (a sighted man), said there was no doubt about the practicability of broom-making for the blind, but everything depends upon the individual. When it was possible, they sent the blind man back to his own town to work. They taught chair-eaning and mattress-making as well as broom-making. The State spends up to a maximum of \$200 per man for tools and supplies; afterwards supplies materials at cost. He could name men who supported families by their labor at the broom trade.

Superintendent C. S. McGiffin, of Indiana, said the Industrial Home for the Blind, of which he had charge, had made 5,065 dozens of brooms; there were 20 on the pay roll; with more capital and more skilled labor the shop could be self-supporting. Some of the men earned six to eight dollars per week; others only one or two dollars per week. Some of them peddled brooms. The place was a workshop, not a home. The men take care of

themselves out of shop hours. He preferred to have it so. It was not well to locate in crowded districts, but in suburbs, where rents were lower. In a seeing broom factory the cost of labor in relation to product was 40 to 50 per cent. lower than in the blind factory. He started his work in 1900 with only \$200. He begged money to put up his buildings on land that was donated. Last year he had a deficit of only \$600.

Superintendent E. P. Morford (blind), of Brooklyn, said the blind must indicate what they wanted, then the sighted people would assist to obtain it. The blind should be experts in their work, and very particular about their personal appearance. The Brooklyn Industrial Home was started by blind people as a private enterprise; it receives no State aid. Brooms and mattresses are made, chairs are caned, and net-weaving is done in the evenings. There are four operations in making a broom, and the men earn seven to nine dollars per week. Chair caning keeps blind people out of mischief; they earn only three to five dollars per week, but some of them prefer it. At the Home a nominal price of \$2.75 per week is charged for board, but they do not all board there; some prefer to take quarters outside, drawing the \$2.75 in cash. He claimed a profit of \$1,500 from his business.

Mr. Judd, of Saginaw, who has recently succeeded Mr. J. P. Hamilton as Superintendent of the Michigan Employment Institution, described the shops and dormitories, and said the 80 inmates made brooms and caned chairs. The men paid \$2.50 per week for board; the women \$2.00. He had come east to find some occupation for blind girls.

Mr. S. M. Green, of St. Louis, Superintendent of the Missouri State School for the Blind, said that some of his boys had done well making brooms at home, raising their own corn. The boys in the school get the proceeds of their own work; one made \$68.00 last year; another \$53.00. Two good blind broom-makers have become salesmen; they took a business course. Five years ago, he had visited the shops in Edinburgh, and on his return he had tried the willow trade, but the material cost too much. The schools were trying to do their best, but many a boy was at the piano who should be learning to make brooms. The work should be fitted to the individual. He had experimented in book-binding, with the books used by the blind. The hand-sewing could be easily done by blind men and women.

Miss M. Campbell, of Cleveland, Ohio, one of the workers at the Goodrich House Settlement, told of a modest weaving shop at Cleveland which has done most encouraging work. They had a summer school. A seeing blacksmith, who had a genius for weaving, got a place in a rug factory and learned the business. A young woman who had previously done bead work bought her own loom. The organization took place last fall. They had no Arts and Crafts Society to help them, but had to educate the public to buy hand work. They did not do the most elaborate weaving, but simple work like their grandmothers used to turn out. The market was increasing.

E. J. Nolan, a blind lawyer of Chicago, spoke for the Illinois Industrial Home, of which he is a trustee. They had a broom shop, but nothing for women to do except home work. At crocheting baby hoods, a woman could earn only sixteen cents a day; they never seem to acquire speed. They were experimenting on wire hat frames. At first, after the blocks were ordered, the work was very slow. Now girls can earn sixty to ninety cents per day. Six hundred thousand dozens of these frames are made in Chicago every year, mostly in four months of the year. The trade is confined to large cities only.

Charles F. F. Campbell, Superintendent of the Industrial Department of the Massachusetts Commission for the Blind, called attention to the "Out-

look for the Blind," the quarterly magazine which he edits in behalf of the cause. Mr. Campbell's topic was "Work for the Blind among the Seeing," in which he brought out the necessity of seeking work along the lines of industry in factories where seeing people are employed. He had made a special investigation along this line three years ago for the Massachusetts Association, and claims to have demonstrated the possibility of securing employment for blind and partially blind men and women in workshops where seeing employees were working. Mr. Campbell referred to the recent installing of a telephone switchboard at the Cambridge shop of the Commission which they were planning to use for the instruction of partially seeing operators. It is beginning to be a well recognized fact that young women with partial or no sight have successfully operated branch exchanges or even central switchboards in country towns for the past seven years. In referring to the hand-weaving which is being done at the Commission's shops, he emphasized the imperativeness of holding the work up to the highest standard. You cannot make all the blind do the same thing, said Mr. Campbell, any more than you can make all men lawyers. He held up a black piano key, showing that it was shaped on a sandpaper wheel, by a girl, and a blind person could do it. The willow business succeeded in England because willow was cheap there, but it is dear in America. He had a high opinion of broom-making as an industry for the blind. He said the blind could make bicycle clips, and could bend hair-pins, and cut cards for boxes. It was better for them to work in shops with seeing people than to work in subsidized shops with other blind people. The blind could stem tobacco, but it was a poorly paid trade. He told of one man who made two dollars a day assembling wooden boxes. At first he earned only three dollars a week. That man had some sight. He spoke again of the telephone switchboard, urging that private branch exchanges could be operated by the blind. The weaving was simply an experiment; they hoped to develop a home industry. There was defective material in all the schools; boys who could never get into the high school if they had sight. A separate institution was needed for them. Above all, a farm was needed for the blind deadwood, for there was a dearth of farm labor.

Charles W. Holmes (blind), Deputy Superintendent of the Industrial Department of the Massachusetts Commission, explained how he was carrying on the same work which had been done on that line by Mr. Campbell, in the policy of helping the blind to find positions not only in workshops for the blind, but in factories for the seeing. The employment agent has to meet and overcome many obstacles, some imaginary, which his very affliction involves. These conditions prove disheartening, and an agent has to deal with and solve many of these problems. The possibilities of employment for the blind seem to divide themselves into three general classes—first, work among the seeing under conditions as nearly as possible like those of his brethren; second, work in groups of other blind persons, where difficulties which stand in the way of his following the first line are understood and provided for in a helpful way, instead of becoming an inevitable cause of early dismissal. Third in line is home industry, which should be made as broad as possible, carried on with the help of the blind person's family. These different lines of work the speaker considered at some length and the conditions under which they may be carried on were described.

When the topic was presented for general discussion, I obtained leave from the Chairman to ask Mr. Campbell a question with regard to his closing statement that "a farm was needed for the blind deadwood, because there was a dearth of farm labor." I asked him to tell the Convention what a

blind man could do on a farm that would be worth board and modest wages—say ten dollars a month. I knew of healthy, strong blind men, sons of farmers, working at the willow trade in a little shop over the carriage house, whose help at the ordinary farm work would be welcomed if they were told what they could do. If a blind man so defective that he could be fairly classed as “deadwood” could affect the farm labor problem, how much more valuable would a healthy, intelligent blind man be. Assuring Mr. Campbell that I spoke in the spirit of inquiry and not in the spirit of criticism, I declared that if he would give me in detail the information I asked for about farm work, I would not need what he had given about willow, brooms or piano keys, for the farmers in Ontario were quarreling at the railway stations for the privilege of hiring green immigrants from Europe, and if blind men could be substituted for these the problem of employing the blind, which had long been a puzzle to anxious inquirers, would be solved. But what could the blind man do on the farm? Could he plough, sow, harrow, hoe corn, reap, bind, load grain, drive horses, feed and milk cows, feed pigs, sheep, chickens, make fences? That he could do one thing was not enough. The farmer expected his hired man to be busy and useful from daylight to dark. Could the blind man fill the bill?

As the hour of adjournment was at hand, the promise was made that a subsequent opportunity would be given to discuss this question. It was a fertile theme of conversation during the recess, but up to the time when I was obliged to leave Boston it had not been reached in regular session.

In the afternoon a visit was made to the Perkins Institution, one of the oldest schools for the blind in the United States. Superintendent Allen gave a short address in the chapel, outlining the history and work of the school during the last 75 years. The library and museum, the gymnasium and class-rooms were inspected, and tea was served in the Superintendent's apartments. The cottage system prevails at Perkins. On entering the school, a pupil goes into a house to live and remains an inmate of that house until the time comes to leave. There are sixteen pupils, a house mother and one maid in each cottage. Both boys and girls are taught to help in the housework, and many of them become greatly attached to their cottage homes. The Perkins workshop is across the street from the school, and though it is owned by the Perkins corporation, the management is quite distinct. Mr. Dennis Reardon, a blind man, is in charge, and he has sighted assistants to teach broom and mattress-making, the renovation of feathers and manufacture of pillows, etc. The shop is not self-sustaining.

At the evening session, Charles F. F. Campbell presiding, Mrs. Chapman, of Dayton, Ohio, told how the law for giving pensions to the blind of her State had been declared unconstitutional, whereupon an association was formed to find employment for the blind. It was ascertained that there were 78 blind persons in Dayton city and 122 in the adjacent county. Besides experimenting in various lines of work, the association provided entertainments for the blind.

Mrs. E. H. Fowler, of Worcester, Mass., discussed the “Desirability and Requirements of Homes for Blind Women,” arguing that they should not be too large nor too small; each “Home” should contain two blind for one sighted person.

Mrs. E. W. Foster, of Hartford, Conn., Miss Isabel Greeley, of Boston, and Mrs. Cynthia M. Tregear, of Brooklyn, N.Y., spoke on “Nurseries for Blind Babies,” one of them stating that there were only three nurseries for blind babies in the world. The babies graduate from the nursery to the Kindergarten.



In Lilac Time, O. I. B., 1907.

Superintendent Joseph Sanders, of California, spoke on "Boarding in an Institution *vs.* Boarding Outside," the word institution being meant for a shop or home, not a school. Mr. Sanders said the aged and infirm were kept in the home connected with his shop, but they should be segregated from the workers. Most of those in the home were very willing to work in the shop; the workers could live outside if they preferred it, but generally they preferred the home connected with the shop.

Mr. McGiffin, Mr. Morford and Mr. Reardon took part in the discussion, and Mr. Burritt asked many pertinent questions which were satisfactorily answered.

At the Friday morning session, Charles W. Holmes presiding, Reports of Special Committees on Immediate Action on Higher Education, Federal Pensions and Uniform Type were presented, and the resulting discussion occupied the entire forenoon, the friends of American Braille predominating.

The afternoon session, Rev. Charles H. Jones presiding, had for its programme the Report of the Committee on Resolutions, the Election of Officers and other business. At the evening session there was a brief account of work by delegates not previously heard from, with music by Miss LaBarraque and Mr. Frank O'Brien.

I was not present at the closing session, but can testify to the general success of the Convention, the deep interest taken in the several discussions and the universal satisfaction that such an opportunity had been afforded to compare notes and learn from one another.

ADDRESS TO WOMEN'S CLUBS.

The following extracts are taken from an address delivered by Superintendent Clarke, of the Vancouver, Washington, State School for the Deaf and Blind, before the State Federation of Women's Clubs at Port Townsend:—

The hearty support I have received from the Board, the progress we have made in gaining the good will of the children and their parents give us the utmost confidence in the future. Such good will and support make one feel strong enough for any amount of work.

The blind children of Washington will be much better provided for next year than ever before, but we will never be up with the procession as long as we have these two schools combined. The blind should have a school of their own, entirely separate from any other class. Have it located convenient to some centre of population where the pupils may have easy access to musical entertainments, lectures, etc., and may come in contact with people often enough to overcome the excessive sensitiveness from which so many suffer so keenly. Give them a good strong specialist for the head of the school, one who knows too much about his specialty to think he knows it all. You know that we specialists are all cranks. That is another reason for separating the schools. Two cranks running on different eccentrics in the same building are apt to collide and when they do something breaks.

What is the object of our school? Is it to take care of the blind and deaf children of the State? By no means. It is to fit them to take care of themselves. To make self-respecting, self-supporting citizens of the children sent to us. The money spent by the State is not given in charity at all, but is invested with the sure hope of bountiful return. The State expects and gets its returns from the children who are taken from the ranks of dependents and lost sight of among the army of producers. The purpose of every school for the deaf and blind is to equip the children for the life they are

to lead. To do this we must aim definitely to make the graduates self-supporting. More should not be expected from these classes than is expected of the seeing and hearing. Most of our children come from that class from which is recruited that vast army of workers for their daily bread. It is unreasonable to try to make professionals out of those, who, if they had all their five senses, would be laborers or artisans. I confess that my school-master's pride is much puffed up when I get creditable reports from one of my graduates who takes his degree in a college although his normal brothers are day laborers; but when the inevitable application for a place as teacher comes from him, and I have no place to give and know that other superintendents are in the same fix, there is no pride in my feelings when I think that perhaps after all I have not given John a square deal in devoting so much of his precious time and energy to acquiring something for which he can get no bread. I am aware that the "bread and butter argument" is a very unpopular one, but, my friends, it is the most convincing one in the world.

Now as to your proposed work in the interests of the adult blind. Let me congratulate our State on the fact that her women are in the foremost rank in taking up this work. When I first heard of your turning your attention to this work it was with fear and trembling. Permit me to say those fears have been set at rest by my correspondence with your committee. Women who realize as keenly as they evidently did that it is necessary to know what has been done by others before deciding what one wishes to do, are much more nearly akin to the angels than that other class who rush in.

THE PUBLIC.

Dr. Edward E. Allen, one of the foremost educators of the blind in the United States, formerly of the Royal Normal College for the Blind, London, England, and of the Pennsylvania Institution for the Blind at Overbrook, but now of the Perkins Institution and Massachusetts School for the Blind, Boston, says that "effective work for the blind is a double work—the educating of the sightless themselves and, no less important, the educating of the public about them. This second work can be done by answering fully all inquiries, by making the school a bureau of information, and by giving numerous special exhibitions, besides throwing the school open to visitors at all times."

Ontario is behind many of the adjacent States, and very far behind most European countries, in the matter of public interest in the condition and the welfare of the blind. This is not because our people are hard-hearted, but because their attention has not been called to the needs and the claims of their fellow citizens who are sightless. When I mingled with the earnest, intelligent men and women at the Boston Convention, who are giving their time and their money to help the blind; when I saw what has been done for the adult blind at Milwaukee and at Saginaw, and when I heard or read of the grand movements in other localities, I determined that it would not be my fault if the Ontario conscience remained unawakened. I hope to see a Commission appointed, like those of New York and Massachusetts, to deal with the case of the blind of Ontario—not the children only, but the adults as well, for blind adults far outnumber blind children. In the meantime, pending such action as the Legislature in its wisdom may take, I will, with the Minister's permission, narrate something of what is being done for the blind elsewhere, and as this report will be read to some hundreds of blind people, and will be read by other hundreds of people who

have blind friends or relatives, I will incorporate in the report such items of special interest to the blind as I have been able to collect since the compilation of the last report. Among these are accounts of wonderful achievements of blind men, which cannot but be encouraging to others as yet unaware of their own powers and possibilities.

I have to thank my old friends of the Ontario newspaper press for their cordial assistance in bringing the existence and advantages of the school to the notice of the parents of blind children, for fair and ample reviews of the last annual report, and for many flattering and sympathetic references to myself. I noticed one editorial which seemed to require a reply and to invite explanation, therefore with the permission of the Department I wrote the following letter, which was duly inserted in the *Toronto News* and copied or commented upon by several other papers:—

THE PROBLEM OF THE BLIND.

To the Editor of the News:

SIR,—In the *News* of March 11th, under the heading, "The Problem of the Blind," you say that, if it be true that "several bright, intelligent girls, graduates of the Brantford Institution (for the blind), are in county houses of refuge, the Province is not getting full value for the \$35,000 which is being spent annually at Brantford," and in the context you remark that "all educators of the blind must be more than routine men. They must be prepared to experiment constantly in the hope that they may discover some new way in which the unseeing can be made self-supporting." In the same article you ask: "Does the Ontario Institution keep abreast of the experiments in other centres of education for the blind? Is every available method of wage-earning tested?"

Although you admit in the opening sentences of the editorial from which I have quoted that the problem of making the blind self-supporting after they leave their school "has not been solved yet, despite the fact that many educators of eminence have labored upon it for years," you appear to have decided that the presence of ex-pupils of the Brantford Institution in the poor-house is *prima facie* evidence of some defect in the methods or management of the Institution. To those who have not made a careful study of "The Problem of the Blind," such an inference is natural; and for the information of yourself and your readers I beg leave to present a few facts with which the people of Ontario must become familiar before "The Problem of the Blind" can be satisfactorily solved.

It is a common delusion that blind persons, if properly educated and trained, can earn as much, or nearly as much, as sighted persons of equal natural ability. The fact is that blind persons, in nearly all of the few occupations in which they can work at all, can only produce from one-fifth to one-third as much as is produced by their sighted competitors. Turn to the evidence taken by the British Royal Commission, at the International Conference of Blind Educators at Edinburgh, at the Saginaw Convention or by the New York State Commission, and it will be seen that only a small proportion of the blind in Europe and America are wholly self-supporting. The difference between the cost of their subsistence and the value of their product has to be made up by pensions, by supplemented wages or by charitable contributions in some form. This state of affairs, perfectly understood in Europe, where the Saxon system of after-care (*Fuersorge*) has been in operation for more than fifty years, has not been forced upon the attention of the Ontario public, because most of the pupils of the Ontario Institution

came from homes to which they could return after completing their school course. Their food and lodging being provided by parents or other relatives, they have made themselves useful and have earned some money by basket-making, cane-seating, hammock-making, piano-tuning, sewing, knitting, crocheting, bead-work, etc., while helping to entertain their friends and neighbors by their literary and musical attainments. Some have earned more than their own living: most of them less. But can it be fairly said of the latter class that they have "failed to take a self-respecting place in the world?"

Out of more than eight hundred pupils who have been enrolled in the Brantford Institution, I can trace less than a dozen as inmates of poor-houses—less than two per cent. Three of these have gone to the county houses of refuge within the last two years, two direct from the Institution, and the third after making a brave but futile effort to earn enough by teaching music to support herself. All three have a fair literary education, one is an expert pianist, another a good singer and reciter, two of the three can sew and knit by hand or machine. None of the three can earn enough to provide both food and clothing; they have no relatives or friends to help them; no benevolent person volunteered to pay their board at a private house: they had all long outstayed the usual term at the Brantford school—what was there left to do but send them to the houses of refuge in the counties from which they came?

The ordinary young woman, fairly educated, with many gainful occupations to choose from, does not earn much more than a decent living. Deny her access to employment as a nurse, a saleswoman, a stenographer, a dressmaker or milliner, a waitress, a teacher, a housemaid, a telephone girl and the other occupations to success in which sight is essential, and what would her earnings be? With the range of employment thus restricted, deprive her of sight, money, friends, and then wonder, if you can, that there are some educated blind women in the county poor-houses. I am surprised and thankful that there are not more of them.

In Connecticut, Indiana, Michigan and Wisconsin, workshops for the adult blind have been established, in which trades are taught, industry is encouraged, help is given as required and steady employment is guaranteed. These shops are not expected to be self-sustaining. The truth with regard to the blind—that the graduate of a school, without home or friends or money, may not be immediately able to earn anything, or eventually able to earn a full living—is acknowledged and the remedy provided.

In New York city and Washington State committees of influential ladies are studying the problem and working to provide remunerative employment for the blind. There will be some disappointments, but the results as a whole will be beneficial. Ontario will fall into line when its people know what needs to be done.

Not all the ex-pupils of the Brantford school need pensions or supplementary wages. Looking over the list of those productively employed, I find more than a score of tuners working in piano factories, others carrying on a custom tuning business in country places, many teaching music, a few church organists, several selling pianos, organs, sewing machines, churns, agricultural implements, tea, small wares and other commodities; one studying theology, being already an Arts graduate, one an undergraduate in college, and two preparing for matriculation, two studying osteopathy in the United States, one a recent graduate in massage, a confectioner, a janitor, an evangelist, several basket-makers and general repairers.

Offset these against the failures, whether the failures are the fault of the school, of the pupils themselves, or traceable to circumstances beyond the control of either, and the average record is not one of which to be ashamed. I would like to review what you say about the literary teaching and the examinations in the Brantford school, but time and space for the present forbid.

H. F. GARDINER, *Principal O. I. B.*

That the subject has an international interest will be seen from the following:—

KENTUCKY INSTITUTION FOR THE EDUCATION OF THE BLIND.

LOUISVILLE, KY., April 18, 1907.

H. F. GARDINER, *Principal of the Ontario Institution for the Blind:*

MY DEAR SIR,—I thank you for your very sound and sensible article in *The Expositor* of April 8th. You have expressed the facts truthfully and concisely, and I heartily endorse what you have said. I know of no other schools that are expected to guarantee a livelihood to every one of their graduates. Your school has always ranked among the first in the country and its record is as good as any. To expect that defectives can do as well as normal persons is a reflection on the Almighty, as intimating that He would endow any with superfluous senses.

Yours fraternally,

B. B. HUNTOON.

(*From the Romney, West Virginia, Tablet, May 4th, 1907.*)

The last Report of the Ontario Institution for the Blind is on my table. I am gratified to find that all the fine promise of the Institution is being worthily kept. Mr. H. F. Gardiner, A.M., the accomplished superintendent, who made his appearance for the first time in the Association at St. Louis in 1904, is applying an amount of energy to the solution of the various questions that affect the interests of the blind, before which many of them will surely have to yield sooner or later. This report is of special value not only on account of what he records of the proceedings of his own staff, but because of the gathering together of information that I suspect there are superintendents who might have long to search for it. The record includes inquiries into the condition and prospects of the blind in different countries and under different systems, synopses of proceedings of special meetings in the like interest, and conferences of various sorts.

Superintendent Gardiner, however, is finding out that, do what he may, he will still find critics. A poor girl from his Institution came through some unfortunate providence to the care of the poor-house, and the cry was promptly taken up that the school was failing in its duty, and that the thousands spent for the education and training of the blind was sadly misappropriated. I question if any establishment of the kind on the continent is doing more for its blind than that at Brantford. The wisdom displayed in the administration, and in devising means for the accomplishment of most desired results, the evident concern for the future of the pupils, and the like, make it manifest that he may neglect such critics, if anyone may. In the States, we would think ourselves happy to escape with an occasional inmate at the alms-house.

The interest in athletics is enjoying a share of the attention that seems astonishing when one considers the difficulties; but the results justify all the attention that is given it. A meet of blind athletes is in contemplation for no distant day and it will go handsomely with such men behind it.

The O. I. B. is finishing its music pupils at a Toronto School of Music among seeing people, and the most favorable comment is made by the papers.

The instruction in Domestic Science for the girls at Brantford is one of the most conspicuous matters of practical value in the whole report. They are giving good and wise instruction, and are overcoming the reluctance on the part of the parents to give their girls a chance at this most hopeful field of usefulness. God speed it.

Editor Brantford Expositor:

SIR,—Through the courtesy of Principal Gardiner the late catalogue of the Ontario School for the Blind reached me not long ago, and I was amazed at the wealth of information it contained along the lines on which I have spent so many fruitless hours of research. Nothing so invaluable has hitherto reached me. I regret that my own simple and incomplete recommendation, which I now enclose to you, was not sent Mr. Gardiner in time for insertion in the catalogue. It might have awakened interest somewhere, even if it does not furnish information of much value. The following was adopted by the Washington State Federation of Women's Clubs last June:—

SUGGESTIONS FOR PROMOTING THE INTERESTS OF THE BLIND.

The Committee for Promoting the Interests of the Blind, appointed at the meeting of the Washington State Federation of Women's Clubs, held in Walla Walla, in June, 1905, considers the following lines of effort practicable and recommends their adoption:—

Preventive.—To endorse the passage of a bill entitled "A Law for the Prevention of Infantile Blindness," and give this law wide publicity.

To use all possible means to prevent blindness.

To devise some plan for preventing blindness among our Indians.

Economic.—To establish in the large centres registration and employment bureaus for the blind.

To establish home teaching for reading and the simpler trades, such as hammock-making, chair-caning, etc.

To secure material at cost for blind workers, and provide a market for their products.

To start competent blind persons in business, secure patronage for them, and provide guides for crippled blind canvassers.

Courtesies.—To assist in obtaining reading matter, and to make known the law providing for its free transportation.

To provide guides for church attendance, tickets and guides to good musical and other entertainments, and readers of current topics.

Education.—To see that education is begun at as early an age as possible.

To urge an increased appropriation for the Washington School for the Deaf and Blind, so that the corps of teachers may be increased, the courses in music and manual training may be made more complete, and that the teaching of domestic science may be inaugurated.

To urge that the school for the blind, when separated from that of the deaf, be established where good musical opportunities are accessible.

To bring the School for the Blind to the attention of the public, encourage gifts and legacies to the school, and secure for its graduates better financial opportunities.

To make a register of the blind, file copies with the proper state officials, and keep the same corrected to date.

Mrs. JOHN B. BLALOCK, The Metropole, Spokane.

Mrs. KATE T. HOLMES, 310 Thirtieth Avenue, Seattle.

Mrs. JAMES BARNES, North Yakima.

Committee for promoting the Interests of the Blind.

I have read with much interest Mr. Gardiner's article in April 8 issue of your paper, "The Problem of the Blind." Surely no school can ever be beyond the need of constantly searching for new and better vocations for blind people, but the problem of keeping the blind from becoming public charges cannot be solved by the schools alone. It is well for the press to be an incentive to the schools, and to keep their aims before the public. Will you not also ask your people to take up the work of looking after the adult blind, and especially those who lose their sight when too old to enter the existing schools? It is more practicable for private philanthropy than for the State to handle that form of charity which expends itself in helpfulness rather than in alms-giving, and which encourages and elevates the recipient rather than pauperizes him. We have indeed found many discouragements, as Mr. Gardiner supposes in his mention of our work, but there have also been successful issues, and one difficulty overcome makes the next less formidable.

Mrs. JOHN B. BLALOCK, Chairman,

*Committee for Blind, Washington State Federation Women's Clubs,
Spokane, Wash.*

AN EMPEROR'S INTEREST IN THE BLIND.

Among the reports received from Europe, in exchange for the Thirty-fifth Annual Report of the Ontario Institution, were two from Prague, Bohemia, the first, containing 128 pages, giving the usual information about the work of the Klar'sche Blindenanstalt during the year, and the second, of 33 pages, containing a full account of the proceedings in connection with the visit of His Majesty Emperor Francis Joseph I., on the 23rd of April, 1907, for the purpose of laying the corner stone of a new building in course of erection for the use of the Institution. Beginning as a private institution for poor blind children and those having diseased eyes, one hundred years later, whose name it has since borne. In 1833, the year of Dr. Klar's death, the Institution was visited by Emperor Francis I. and Empress Carola Augusta. Dr. Klar was succeeded by his son, Paul Alois Klar, who carried on the work successfully until his death in 1860, when his son, Rudolf Maria Klar, took up the task of his grandfather and father, devoting his time and energy to the welfare of the blind until 1898, when he died. He was the founder of the blind Kindergarten, which now has 26 pupils, the main school having 102.

Great preparations had been made to fittingly receive the Emperor of Austria. The buildings and grounds were beautifully decorated, there was a grand assemblage of the nobility and clergy, and the blind pupils cheered heartily when they heard the Emperor's voice. A boy from the Kinder-

garten presented a bouquet and recited a verse in the Czech language, and a little girl made a similar presentation accompanied by two verses in German. To the boy the Emperor presented a gold watch with the Imperial initials and to the girl a gold brooch with his name inscribed thereon. Then followed addresses and replies, and the laying of the corner stone and the signing of the Emperor's name in the Visitors' Book, where his own name had been written sixty years before, along with those of Emperor Max of Mexico and Grand Duke Karl Ludwig. The Emperor's previous visits to the Institution occurred in 1847 and in 1858. In his reply to the address presented by His Highness Prince Max Egon, Prince of Fuerstenburg, the Emperor said that he received the cordial greeting and loyal homage with satisfaction. He had gladly welcomed the invitation to lay the corner stone of the extension building of the Klar Institution for the Blind, in order to give a new sign of his recognition of the blessed work of the Institution during the past hundred years. The management of the Institution, in bringing under its care the incurable blind of the land, had earned the thanks of the whole population. In laying the corner stone of the new building, he gave expression to the wish and the expectation that the old spirit of true humanity and pure neighborliness might flourish in the new house.

The whole report, which is handsomely illustrated, is most interesting, and one can but wonder how long it will be before Canadians will care as much for the welfare of the blind as the Bohemians and other Europeans seem to do.

OUR KING AND QUEEN.

The annual report of the Royal Normal College and Academy of Music for the Blind, Upper Norwood, S. E., conveys the information that Their Majesties the King and Queen, the Prince and Princess of Wales, Princess Victoria and the Landgraf of Hesse were present at a concert and gymnastic display given by the students of the College in the Albert Hall on Monday, the 3rd June, 1907. On Tuesday morning the 4th June, the Principal received the following letter from Lord Knollys:—

BUCKINGHAM PALACE, 3rd June, 1907.

DEAR DR. CAMPBELL,

I am desired by the King and Queen to inform you that they were much pleased with the concert and gymnastics given by your school this afternoon.

Their Majesties thought the former was excellent and the performances extremely good, while they considered the latter as being simply wonderful. It was easy for them to perceive that the training, whether it regarded the music or the gymnastics, has evidently attained a high standard.

I must add that the King and Queen were also much gratified by all of the arrangements, which could not indeed have been better I hear.

Yours very truly,

(Signed) KNOLLYS.

A BLIND COLONY OR CITY.

(The Queen of Roumania in the New York Outlook, Dec., 1906.)

My conviction has been for many years that it is a mistake to make the blind work so much with their hands, when brain work would be very much better, and their capacity for brain work shows where their real future lies.

They ought to be the greatest students on earth, those two millions of blind people. They ought to be philosophers, theologians, mathematicians, linguists, teachers of languages and music—teachers of everything that does not require the telescope or the microscope, and therefore doctors to a certain degree, masseurs with very deep medical knowledge. And toward this grand aim I have been moving for many years with all my heart and soul; and now I hope to come before the world of the blind with something that will let them rise rapidly to what I think they ought to be. In my house a machine had been invented that enables every blind person, young or old, weak or strong, to print five thousand sheets a day in raised characters for the blind without the slightest effort.

A blind printer, Theodoresco, had the first idea of it, and then a genius who entered my service as a servant, but whom I made a kind of secretary from the first, as he was a stenographer and learned merchant, took the idea in hand, worked at it day and night for a year and a half, and now the machine is so simple that any child can in a few minutes work it.

With this machine, Monske, the inventor—who, by-the-by, will not take a penny for himself, but offers his invention to our blind, of whom Roumania has twenty thousand—and I have built after long and careful work our plan for the blind colony or city that we have begun already. Most of the blind are adults, and I saw from the first the utter impossibility of doing what other countries had done: we are too poor for that. We cannot build enormous schools that cost half a million for seventy blind children, etc. It would be utterly useless. We must begin by finding bread for the fathers of families who have gone blind and are reduced to begging in the streets and in the cemeteries. We have already twenty-two fathers who earn their bread by making chairs and ropes, and lead seals for the sacks of corn, and things that go over the sea, and nets by hundreds of thousands. We mean to build them small houses around big gardens, with church and school in the middle. We mean to let the seeing and the blind in those families work together, have one large kitchen in common and one table, which is already installed in the garden, and where Monske and his family dine with the blind. As soon as there is one kitchen and one table the women and children can work the knitting machines, the ropes, the nets and all the rest—ever so many things, we shall find—and then choose the most gifted among them for higher work. I have one who is going to print Kant and Spinoza as soon as the first machines are ready. The blind will have as many books and as large libraries as the seeing, for the printing of them creates no overwork, but is, on the contrary, a new way for the blind to earn their living. The difficulty has been till now that too few books were printed. Now every blind man or woman, and even child, will be able to make editions for themselves, and sell them. They can print as many editions at a time as they choose or hope to sell, every blind person for himself, or a few united, setting six or seven pages, and having one press in common. From Germany we have already orders for thirty-six machines before they were ready, so much the need for them is felt everywhere. The simplicity of it strikes everyone. I have one house and garden now, but I hope soon to build one little house after the other, with a verandah around it, as Roumanian houses mostly have. The school, the music hall and the church must be in the middle—one church, that of the country—but we shall have religious instruction in every religion, as the blind are already of four or five different churches. As Braille goes all over the world, every language can be printed on this machine. It was a matter of a few days for the blind master to arrange a Roumanian alphabet.

Much light shall stream from the blind people's fingers from this day onward. They shall have as many libraries as they want, private and public, and these books will spread over the world and bring life and enjoyment to them all. Music will be printed in such quantities that there will soon be no production that the blind cannot read and play, in orchestras, on the organs, and sing with many voices. We shall hear all Handel sung and played by blind people, and, what is most extraordinary, we shall be able to make them books with illustrations, as the press is so powerful that it prints a dollar, with the effigy quite clear.

It is not to be foreseen what the blind may grasp by these means of instruction which bring them into contact with every thought that has been expressed in writing in every language of the world. And, as the inventors do not take a penny for themselves, my city will rise rapidly. They sing at their work already, and when they first entered the new home they stood there disconsolate and were so afraid. But the seeing children already are accustomed to rush to them, to seize their hands, and to conduct them joyfully to their home, with bright welcome. Their wives are no more in despair, but smile and hope and know that they can educate their children. We shall have blind washerwomen among the seeing; with the knitting machines we shall not only make the socks and woollen underclothes for the whole establishment, but a great deal for selling, so that this will be another source of income for the Vatra Luminoasa. We hope to weave also and to make carpets, not only brushes and chairs. I am sure we shall discover many new ways of helping, but to me the principal thing is no more to separate them, but to keep them together in a happy socialistic community of my invention.

We shall begin a newspaper directly, and I have sent for a blind English lady who writes three languages perfectly, and who is going to be our correspondent on the Hammond machine, and she will teach English and German, and write stories, and be happy, too, I hope. I believe that all the inmates of the Vatra Luminoasa will be as happy as their sad condition will allow, and help each other, and laugh and sing, and live as if they were happier than the seeing that are not so well taken care of. A lady has made me a present of 20,000 square metres of her country place, so that we can have gardens there, taken care of by the blind, that will bring forth all our fruit and vegetables. The gifts are flowing into our box during the exhibition. There have even been tenpence and half-pence from poor work-people. Everybody feels that this is going to be a grand thing and a blessed one, and that I am going to give back to the country ever so many useful citizens who were beggars before.

The whole world will change for the blind as soon as they can have as many books as the seeing, and are no longer dependent on the good or bad taste of the charitable souls who copy.

OPPOSITION TO SEGREGATION.

(Brooklyn, New York, Eagle, November 25th, 1906.)

The press of the country has recently had a good deal to say about the work Queen Carmen Sylva of Roumania is doing for the blind. She is trying the experiment of establishing a colony or town for blind people where no one but blind and the families of blind reside. Mrs. Francis Fearn, of this country, has spent many years of her life abroad, during the career of her late husband, who was in the diplomatic service. She has recently

seen a good deal of Queen Carmen Sylva, and her work for the blind, and has become so much interested in it that she has announced that she will shortly return to America and attempt to inaugurate some of the Queen's charities for the blind in this country. Friends of the blind everywhere will welcome anything that will aid this afflicted class, but there is not likely a single individual in this country who knows anything about the blind who would advocate the idea of segregating the blind in any one town or community. They all say that this idea has not a single good feature, and has many objectionable ones.

Friday afternoon a number of prominent blind people and friends of the blind met in Manhattan, at the home of Miss Winifred Holt, on Seventy-eighth street, who is secretary of the New York Association for the Blind, which has done and is doing such a great work for the blind in the way of starting a workshop here for them, seeking employment in various lines for the blind, and providing them with hundreds of free theatre tickets. This idea of the blind colony was discussed yesterday. There were present besides the Misses Holt and Mrs. Hewitt, who is a very active worker in the interests of the association, Dr. Clark, a blind man who was for many years a professor in Columbia College, and who is a personal friend of Seth Low; O. H. Burritt, superintendent of the State School for the Blind at Batavia, N.Y.; Dr. E. E. Allen, superintendent of the School for the Blind at Philadelphia; Dr. F. Park Lewis, of Buffalo, who has done much active work for the blind and is much interested now in the work of preventing infantile blindness; Walter G. Holmes, of the Ziegler Magazine for the Blind; Eben P. Morford, a blind man, who is superintendent of the very successful Industrial Home for the Blind in Brooklyn, and last, but by no means least, General Edward F. Jones, of Binghamton, N.Y., ex-Lieutenant-Governor of the State, who has been blind for several years. All the world knows General Jones as "Jones who pays the freight."

The objection to segregating the blind was freely discussed, and among the many reasons offered for opposing such a plan was that the blind should associate as much as possible with seeing people and learn the ways of those who see; that they were much happier when associated with seeing people, and thereby kept in touch with the world; and that it was much easier for them to earn a livelihood when assisted by, and in sympathy of, seeing people, but the greatest objection of all was that, if thrown together, there was a great danger of intermarriage among blind people. This is greatly to be deplored for many reasons. While, if a blind man or woman can afford it, it is always well for him or her to marry, but never for a blind person to marry another who is sightless, because it throws two very helpless people together, but most of all for the great danger that children of such a marriage might themselves be blind, though this is not by any means always the case.

General Jones was most positive in his statements along this line, and he said: "I do wish the press of this country would take the matter up and very bitterly oppose any such idea. I commend Queen Carmen Sylva for the great work she is doing in other lines, and will commend Mrs. Fearn for anything she may do for the blind in this country, but I shall bitterly oppose this idea of segregating the blind in colonies as having no good features and very many disastrous ones. In this I will be sustained by everyone most interested in and familiar with work for the blind. The superintendent of every school for the blind in the States will endorse my views on the subject.

"I know of a case now in an industrial home for the blind, in an adjoining State of ours, which is doing a great work in the way of teaching trades to blind men and women, but the superintendent said a few days ago that he had now one of the most distressing cases to deal with, and that was that two of his blind had fallen in love with each other, and it was his painful duty in some way to prevent a marriage. An experiment was made in an Iowa town some years ago in a small way of establishing a colony for the blind, and it soon resulted in a rapidly growing colony of blind children. Real estate went down to almost nothing in the town, and the undertaking was abandoned."

THE BLIND OF NEW YORK STATE.

(*Buffalo Evening News, April 10th, 1907.*)

As a result of an exhaustive census, the New York State Commission on the Blind, of which Dr. F. Park Lewis is chairman, this week recommended in a report to the Legislature the creation of a State Board for the Blind, not dissimilar in scope to the permanent Massachusetts Commission, and the carrying out of a State policy that would eliminate the preventable causes of blindness, reduce the burden of chronic care for the victims of these preventable causes, and by a state register, employment bureau and industrial training, aim to meet the needs of the adult blind now so largely neglected, and re-establish them in the economic community.

This Commission continued the work begun by the State Commission of 1903, and has on file records of 5,800 blind persons in New York State (of whom 2,250 are in the greater city)—300 more than were returned by the Federal census. The statistical tables are based on 5,310 cases on file on Feb. 15, of whom 55.4 per cent. are males, 44.6 females; 64.9 per cent. totally blind, 35.1 partially blind. The Commission finds that one in every 1,295 people in the State is blind, and estimates the total number in the United States to be nearly 100,000.

Approximately 600, or 10 per cent. of the blind in the State, are between 5 and 21 years of age, but of these 50 per cent. are not actually enrolled in the schools; half of them at least, or 150 children, are still eligible. In other words, only about two-thirds of the number who are eligible are in the schools. Even more striking is the obverse of this showing—that 90.6 per cent. of the 5,310 cases on file are 20 years of age and upwards, and that the only State provision made for the adult blind is their care in the almshouses as part of the indigent population, while the number so cared for is 361.

Libraries for the Blind.—The report calls attention to the excellent facilities afforded by libraries for the blind in connection with the public libraries of the State, and notes the recent rapid advances in providing literature for blind readers. The pension system in vogue in the city of Greater New York is described briefly. Under the head of private charities maintained in the State are described the Home for Blind Babies, the Church Home for the Blind and the Industrial Home for the Blind, all in the Borough of Brooklyn; the St. Joseph's Blind Asylum at Mt. Loretto, Staten Island, the Society for the relief of the Destitute Blind at Amsterdam Avenue, and the work done for the past year and a half by the New York Association for the Blind.

This part of the report concludes with the statement that "the State of New York is spending for the education of its blind children about \$100,000

annually, but with the exception of \$1,000 expended for embossing new books and the amounts expended by the several counties in caring for the indigent blind in the various alms-houses of the State (a total of 361), not one dollar of public money is spent for the improvement of the condition of the adult blind." The report then considers the blind of the United States, their number, which the Commission believes to be nearly 100,000, the provisions, public and private, made for their education and care, which includes schools for blind minors, homes for blind babies and schools for the instruction of young children; for blind adults pensions, homes, workshops, industrial homes, home teaching, and circulating libraries. Each of these provisions is described, somewhat in detail, special emphasis being laid upon the various kinds of institutions provided throughout the United States for the adult blind.

It is shown that California, Illinois, Michigan and Wisconsin maintain entirely at State expense institutions for the blind adult; that Connecticut and Pennsylvania have institutions which are primarily private corporations, but which are now to some extent aided by public funds, and that dotting the face of the country are little homes for blind women, the outgrowth of private charity.

Prevention of Blindness.—In considering at length the matter of the prevention of blindness, the Commission quotes authorities to show that ophthalmia neonatorum is the cause of more blindness than any other local disease, except perhaps atrophy of the optic nerve; that in 99 cases out of 100 this disease is preventable by the use of very simple precautions; that the probable annual cost to the people of the State of New York for the support of its victims is over \$110,000; that among 1,000 blind there are only 225 unavoidable cases, 449 that are possibly avoidable and 326 that are absolutely avoidable, or in other words, that one-third of the cases of blindness are absolutely preventable. The causes of blindness are considered under two heads, those resulting from disease and those from accident. Attention is called to the fact that the foundation of eye disease is frequently laid in the schools, and remedies to prevent blindness from this cause are suggested.

The draft of a proposed law closes the report. This law provides for a State Board for the Blind, consisting of five persons appointed by the Governor for a term of five years, the members of the Board to serve without compensation. The Board shall prepare and maintain a complete register of the blind, act as a bureau of information and industrial aid, continue to make inquiries concerning the causes of blindness and the prevention of the same. The Board may provide home teaching, and, with the consent of the Governor, may establish schools for industrial training and workshops for the employment of suitable blind persons, and may appoint such officers and agents as may be necessary. Forty thousand dollars is asked for carrying out the provisions of the bill.

SELF-SUPPORT.

(*Detroit News-Tribune*, 21st July, 1907.)

Emanating from Boston is a movement which has in mind the establishment of a State "industrial institution" or factory in every State in the Union, and in which every blind person of that State will find steady and remunerative employment. It is doubtful if a more important step than this has ever been taken in behalf of any class of people. Massachusetts, as a

State, has already taken up the work of furnishing employment for the blind. Charles Campbell, who has had charge of the work from the first, and who has the most thorough knowledge of the ability of the blind, gives the following opinion: "I fully believe that at the end of twenty years every able-bodied blind person between the ages of sixteen and thirty needing industrial opportunities can find work of some kind side by side with seeing people, if efforts are persistently made in this direction. Of course it will take time to discover the places where such employees are welcome, but in my visits to the various factories I have seen enough automatic processes to convince me that it is merely a question of time before blind operatives become an accepted part of the great army of factory workers."

Each year more and more blind people all over the country are becoming self-supporting. They are even entering the professions. Philadelphia has two blind doctors, and there is one in Spokane; Chicago has a blind accountant, who works out problems in his brain and has an assistant to do most of the setting down of figures, and there are scores of other blind people now earning their livelihoods in unusual ways. One of the most remarkable achievements of a blind person has been that of Gilbert McDonald, who, blind since birth, is one of the four telegraphers in the world who practice at the key with no eyes to guide their hands. He lives and works at Maunie, Ill., on the Louisville & Nashville railroad. For ten years the sole bread winner for his widowed mother and three younger sisters, this telegraph operator refuses to leave his post of duty and again take up a course of study at the Illinois State School for the Blind at Jacksonville. At the age of twelve he was given the job of hustling baggage and doing general work around the depot. He also scrubbed the floors and kept the fires going. Always fascinated by the busy clickety-click of the telegraph wires, he asked Mr. Foster, the agent, if there was any way he could learn the language of Morse, and Foster set about to teach the lad. In less than a month he knew the Morse code from start to finish and could send short messages. Blindness had developed the senses of touch and hearing to a remarkable degree. Months of hard labor enabled him to take down words that went over the wires during the day, and then, as he was untutored and ignorant in scholastic attainments, he would take the messages home at night, where his sisters taught him their meaning. This striving youth during an election attempted to take down the reports, as well as he could catch them, while they were going over the wires to Springfield. He used the typewriter, and for five hours worked steadily. Although he did not know the meaning of the greater part of it, he turned out perfect copy for the anxious crowd at Maunie. This one event, he says, was the time of his life.

His work attracted the attention of railroad officials, and the blind wire wizard was made assistant operator at Maunie at a salary of \$15.00 per month to begin with, an amount which McDonald was only too glad to receive. The various dispatchers who worked in the cities around Maunie often cautioned the operator about leaving "Gib," as they often called him, alone. They urged that his work be confined mostly to the minor details of the office. However, his proficiency as a master of the dots and dashes soon won the high regard of Agent Foster, and he often left the boy in charge of the office. The money safe was often left unlocked and entrusted to the youth's care. One day while alone in the office, J. W. Logsdon, Superintendent of the St. Louis division of the railroad, dropped in, hoping to find Foster, with whom he wished to transact some immediate business. Logs-

don was angered at the agent's disregard of orders and was preparing to administer a severe reprimand to the blind boy. As the lad sold tickets, weighed baggage, and attended to the various other duties of the office and waiting rooms, the grizzled railroad veteran looked on in awe. When he was ready to leave a kind hand was laid upon the blind boy's shoulder. The spirit of rebuke had vanished and the gruff Superintendent became his friend. Logsdon was very much taken up with the boy. When he reached home he wrote to McDonald in regard to sending him to the Illinois State School for the Blind at Jacksonville. While thinking the matter over, young McDonald received an order to start at once for Jacksonville. Logsdon was instrumental in this and, protesting, the youth went away to school. While there he gained the distinction of being one of the brightest students in the school. After he had been at school for some time he wrote home asking if he could have his old position. Being assured that he could and at an increased salary, he returned to the little office at Maunie to learn more about telegraphy. Last year McDonald was made manager of the telegraph office at Maunie and it is said that he has done excellent work.

HELP FOR THE BLIND.

(March, 1907, Scrap Book.)

A blind clergyman used to lecture in some of our Western cities on "The Fun of Being Blind." So armored in good humor was he that his optimism seemed never to falter, and through his steadfast regard of pleasant things he got much happiness out of life.

Truly, in some respects the blind hold a seeming advantage over those who see: for to them the existence of sin and wretchedness and misery need never be known. They need never recognize the contrast between the palace and the hovel; there need be no thorns in their roses. Is not the beauty of character in so many of the blind explained by their protected innocence? This happy innocence, of course, cannot equal the larger happiness of seeing misery and alleviating it. But how many of those who can see attain that larger happiness? How many, for instance, do anything to enlarge the sphere of activity for the blind?

Helen Keller, herself blind, deaf, and—until mechanically trained to speak—dumb, is indefatigable in her efforts to help others who are cut off from the light of day. Her wonderful story is well known—how almost miraculously she has triumphed over the dark. She does not even now know what the human voice sounds like—does not know what sound is like, unless by roundabout comparisons in terms of other senses; yet she has learned to speak like other persons, and at a recent meeting of the New York Association for the Blind she talked to a large audience on her favorite subject.

As she stood on the platform she heard none of the applause. Before the time came for her to speak she did not know what the other speakers were saying, except when some of their thoughts were translated to her through the sense of touch. Much of the time she sat with her face buried in a bouquet of flowers, the perfume of which appeared to give her exquisite pleasure. The sense of smell is one of her three avenues to the material enjoyment of life.

HOW THE BLIND MAY BE HELPED.

(By Helen Keller.)

It is a great pleasure to me to speak in New York about the blind. For New York is great because of the open hand with which it responds to the needs of the weak and the poor. The men and women for whom I speak are poor and weak, in that they lack one of the chief weapons with which the human being fights his battle. But they must not on that account be sent to the rear. Much less must they be pensioned like disabled soldiers. They must be kept in the fight for their own sake, and for the sake of the strong. It is a blessing to the strong to give help to the weak. Otherwise there would be no excuse for having the poor always with us.

The help we give the unfortunate must be intelligent. Charity may flow freely and yet fail to touch the deserts of human life. Disorganized charity is creditable to the heart, but not to the mind. Pity and tears make poetry; but they do not raise model tenement houses, or save the manhood of blind men. The heaviest burden on the blind is not blindness, but idleness, and they can be relieved of this greater burden.

Our work for the blind is practical. The Massachusetts Commission, your Association, and the New York Commission are placing it on a sincere basis. The first task is to make a careful census of the blind, to find out how many there are, how old they are, what are their circumstances, when they lost their sight, and from what cause. Without such a census there can be no order in our work. In Massachusetts this task is nearly completed.

The next step is to awaken each town and city to a sense of its duty to the blind. For it is the community where the blind man lives that ultimately determines his success or his failure. The State can teach him to work, supply him with raw materials and capital to start his business; but his fellow citizens must furnish the market for his products, and give him the encouragement without which no blind man can make headway. They must do more than this; they must meet him with a sympathy that conforms to the dignity of his manhood and his capacity for service. Indeed, the community should regard it as a disgrace for the blind to beg on the street corner, or receive unearned pensions.

It is not helpful—in the long run it is harmful—to buy worthless articles of the blind. For many years kind-hearted people have bought futile and childish things because the blind made them. Quantities of bead-work that can appeal to no eye save the eye of pity have passed as specimens of the work of the blind. If bead-work had been studied in the schools for the blind and supervised by competent seeing persons, it could have been made a profitable industry for the sightless. I have examined beautiful bead-work in the shops—purses, bags, belts, lamp-shades, and dress trimmings—some of it very expensive—imported from France and Germany. Under proper supervision this bead-work could be made by the blind. This is only one example of the sort of manufacture that the blind may profitably engage in.

One of the principal objects of the movement which we ask you to help is to promote good workmanship among the sightless. In Boston, in a fashionable shopping district, the Massachusetts Commission has opened a salesroom where the best handicraft of all the sightless in the State may be exhibited and sold. There are hand-woven curtains, table-covers, bed-spreads, sofa-pillows, linen suits, rugs; and the articles are of good design and workman-

ship. People buy them not out of pity for the maker, but out of admiration for the thing. Orders have already come from Minnesota, from England, from Egypt. So the blind of the New World have sent light into Egyptian darkness.

This shop is under the same roof with the salesroom of the Perkins Institute for the Blind. The old school and the new commission are working side by side. I desire to see similar co-operation between the New York Institution for the Blind and the New York Association. The true value of a school for the sightless is not merely to enlighten intellectual darkness, but to lend a hand to every movement in the interests of the blind. It is not enough that our blind children receive a common school education. They should do something well enough to become wage-earners. When they are properly educated, they desire to work more than they desire ease and entertainment. If some of the blind are ambitionless and lazy, the fault lies partly with those who have directed their education, partly with our indolent progenitors in the Garden of Eden. All over the land the blind are stretching forth eager hands to the new tasks which shall soon be within their reach. They embrace labor gladly because they know it is strength.

One of our critics has suggested that we who call the blind forth to toil are as one who should overload a disabled horse and compel him to earn his oats. In the little village where I live, there was a lady so mistakenly kind to a pet horse that she never broke him to harness, and fed him twelve quarts of oats a day. The horse had to be shot. I am not afraid that we shall kill our blind with kindness. I am still less afraid that we shall break their backs.

Nay, I can tell you of blind men who of their own accord enter the sharp competition of business and put their hands zealously to the tools of trade. It is our part to train them in business, to teach them to use their tools skilfully. Before this Association was thought of, blind men had given examples of energy and industry, and with such examples shining in the dark other blind men will not be content to be numbered among those who will not, or can not, carry burden on shoulder or tool in hand—those who know not the honor of hard-won independence.

The new movement for the blind rests on a foundation of common sense. It is not the baseless fabric of a sentimentalist's dream. We do not believe that the blind should be segregated from the seeing, gathered together in a sort of Zion City, as has been done in Romania and attempted in Iowa. We have no queen to preside over such a city. America is a democracy, a multimonarchy, and the city of the blind is everywhere. Each community should take care of its own blind, provide employment for them, and enable them to work side by side with the seeing. We do not expect to find among the blind a disproportionate number of geniuses. Education does not develop in them remarkable talent. Like the seeing man, the blind man may be a philosopher, a mathematician, a linguist, a seer, a poet, a prophet. But, believe me, if the light of genius burns within him, it will burn despite his infirmity, and not because of it. The lack of one sense—or two—never helped a human being. We should be glad of the sixth or the sixteenth sense with which our friends and the newspaper reporters, more generous than nature, are wont to endow us. To paraphrase Mr. Kipling, we are not heroes, and we are not cowards too. We are ordinary folk limited by an extraordinary incapacity. If we do not always succeed in our undertakings even with assistance from friends, we console ourselves with the thought that in the vast company of the world's failures is many a sound pair of eyes.

I appeal to you, give the blind man the assistance that shall secure for him complete or partial independence. He is blind and falters. There-

fore go a little more than half-way to meet him. Remember, however brave and self-reliant he is, he will always need a guiding hand in his.—*Putnam's Monthly*, April, 1907.

A "BABEL OF PRINTS" FOR BLIND READERS.

The multiplicity of systems of typography for the blind is condemned in *The World's Work* (New York, August) by Helen Keller, who attributes it to the "lack of enthusiasm, intelligence and co-operation on the part of those who have charge of institutions for the blind." The trustees of such institutions, she charges, know almost nothing about the needs and difficulties of blind people, and the confusion caused by the different kinds of blind print is a natural result. Miss Keller writes :

"An obvious illustration of their incompetency and the absence of co-operation between the schools is the confusion in the prints for the blind. One would think that the advantages of having a common print would not require argument. Yet every effort to decide which print is best has failed. The Perkins Institution for the Blind, with a large printing fund, clings to Line Letter—embossed characters, shaped like Roman letters—in spite of the fact that most of the blind prefer a point system. The Pennsylvania Institution for the Blind offers its readers American Braille, a print in which the letters are composed of raised dots. This is a modification of the system which was perfected by Louis Braille three-quarters of a century ago and is still the system used throughout Europe. The New York Institution invented, controls and advocates New York Point, another species of Braille. The money appropriated by the National Government to emboss books for the blind is used for all the types. The new periodical, *The Matilda Ziegler Magazine for the Blind*, the boon for which we have waited many years, is printed in American Braille and New York Point. The same book, expensive to print once, has to be duplicated in the various systems for the different institutions. Other prints are yet to come. They are still in the crucible of meditation. A plague upon all these prints. Let us have one system, whether it is an ideal one or not. For my part, I wish nothing had been invented except European Braille. There was already a considerable library in this system when the American fever for invention plunged us into this babel of prints, which is typical of the many confusions from which the blind suffer throughout the United States.

"We Americans spend more money on the education of defectives than any other country. But we do not always find the shortest, easiest and most economical way of accomplishing the end we have in view. We desire to bring the greatest happiness to the largest number. We give generously as earnest of our desire, and then we do not see that our bounty is wisely spent."

The following paper from the pen of Mr. William B. Wait, Principal Emeritus New York Institution for the Blind, containing the results of nearly forty years' experience as an educator of the blind, besides the records of experiments covering a much longer period, is deserving of special attention :

THE ECONOMIC VALUE OF LABOR IN THE DARK. (*Abridged.*)

The problem presented is that of determining the economic efficiency of several thousands of our adult population. They are scattered throughout the state, distributed all along the line of life with numbers increasing in the higher decades, rich and poor, educated and illiterate, exhibiting every

condition of mental and bodily health. We will be greatly assisted in our study if we keep in mind that the question is the economic, commercial practicability of working in darkness and not the question of the desirability of employment for the adult blind.

It is not necessary to amplify upon statements made by painstaking inquirers into the condition of the adult blind, for they sufficiently emphasize the fact that an adult person who loses his sight is by that deprivation at once disabled, rendered infirm, and put out of relation with all the ordinary operations of economic activity.

There can be no doubt but that the work of the hands, in one form or another, is the basis of the economic efficiency of the great mass of the population, and the articles on the adult blind show that the writers with great unanimity regard hand work as being the means of restoring the adult blind to economic efficiency and self-dependence.

So far then it is clear that the symposium articles intend to establish two points: First, that a large majority of the adult blind are not in adjustment with economic conditions, and second, that a restoration of practical relations will be secured by the establishment of trade schools and of factories.

Whatever the number of adult persons in the group may be, it has been assumed that their economic efficiency as hand workers, of which they have been deprived by loss of sight, can be restored to them by a course of training in an industrial or trade school.

Assuming that a trade school is to be established, courses of training will be determined by the trades to be taught. As to the suitability of certain trades, the symposium writers suggest willow work, hand loom, mats and rugs, mattress, net and broom making. Other branches such as knitting, crocheting, sewing by hand and machine, cooking, cane-seating, which unite mental discipline with manual skill, and are specially useful in a course of manual training for the young, cannot be regarded as trades. No consideration need be here given to the courses of training and it is granted that they will be adequate in every particular.

The trade school presupposes and prepares for industrial employment of the adult blind, and having received the full benefits of training at a trade school with the avowed purpose of restoring its graduates to the class of efficient bread winners, they will as a logical sequence expect that they will be given employment either in an individual or in a collective capacity. Unless this result follows, the prime reason for the existence of the trade school fails.

Among the graduates of the trade school will occasionally be one who has energy, tact and address; a faculty for making and executing plans, aptness in buying and selling, in giving credits, in making collections; in short one who possesses that combination of natural and acquired powers that constitute a business man. This most desirable class of trade school graduates will be very small, but as their economic efficiency has an intellectual rather than a manual basis, they form a group apart from those under consideration.

It appears to be the opinion of the Massachusetts and the New York State Commissions that owing to lack of initiative and of capital, and to other causes, the trade school graduates will not be able either to create or to secure stated employment by their own efforts, and hence it will be necessary to provide employment either through private or through public agencies. The commissions, however, are not in entire accord: for while they agree that these trade schools should be maintained by the state and

be under state management, they differ as to the treatment of the employment question. Whether, however, the employment be of private or of public origin, and whether the graduates be employed individually or collectively, in village or city, at one trade or another, the potential fact remains to be determined; namely, the real value of their labor as measured by usual business practice and results.

According to common standards, the returns from the finished products of labor must pay interest on fixed capital, superintendence, shop cost, selling expense, taxes or rent, insurance, repairs, and all other current outlay, and a satisfactory return on the working capital invested. If such returns can be derived from this class of labor as surely as from the labor of men working under usual conditions, then the economic efficiency of these sightless workers will on an average be that of other workers; if not, then their labor value will fall below the commercial standard, and employment will not be offered. The conditions of the situation are easily illustrated:

Suppose B and C to be experts at willow work, a trade always highly esteemed for blind people, because light is less essential in this than in other trades and also because little has been done in this line with labor-saving machinery. Suppose that they be required to work in competition with each other, all the conditions being the same except that C shall be blindfolded. Although C is not blind, he is for the time working as blind people must work, that is without the aid of sight, the pilot sense that guides and directs every movement of the workman's hands. The result can be foretold without calculation, for it can be guessed. The work of C for a given time, when compared with that of B, will be found to be less in quantity, poorer in variety, not uniformly equal in quality or finish, and therefore less in market value. Willow work is the type of all handicrafts. C is the type of those who because of blindness must work in darkness and the results express the relative productive capacity of the two classes of workers. If the number of those engaged be larger, and if some other trade be substituted for willow work, the effect will only be a difference in the magnitude, but not in the character of the results.

If confirmation of the conclusions deducible from this hypothetical case is needed, it is found in the evidence furnished in actual practice. There are several institutions in this country established for the instruction and employment of adult blind people in trades. The New York Commission submitted to each of them the question, "Is your institution self-supporting?" to which one replied, "Not yet;" one, "Nearly so;" and the rest, "No." It will be observed that none replied affirmatively. Some of these establishments combine a "home" or residence feature with the workshop, and upon this problem the New York Commission says:

"Your commission find that all attempts to combine industry and charity in the same establishment and under the same management have proved in every instance to be at best financial failures, and in its judgment such must continue to be the case since by its combination a premium is put upon idleness by giving the most charity to the least industrious person."

The implication seems to be that the financial loss is due to the employment of some workers described as the "least industrious." But if the most expert blind workman cannot compete with even the average of workmen who see, as is doubtless the case, financial success will not be achieved even if all the blind workers are of the best or most industrious kind. These workers will rarely be found to be equal in the quality and amount of work done, and hence there will always be some not necessarily less industrious, but less productive, than others.

Moreover, the combination of domicile and workshop is not demanded by social or moral interests to which indeed it is opposed. The only reason for it is financial, and grows out of the consideration that a given number of these workers can be supported en masse at less expense than if they were to be dispersed in the community; and with the cost of living reduced, the shop returns will more nearly equal the outlay and the cost of maintenance will be reduced.

That the blind themselves fully understand that inability to see is the cause of their industrial disablement cannot be doubted; and to those who have studied the problem long and seriously, blindness is the direct cause of their industrial insufficiency, the one irremovable and insurmountable obstacle which, if all other obstacles be removed or surmounted, will still prevent their recognition as competitors or as co-workers in industrial vocations. This is a significant fact, repugnant to the desires and feelings of us all and so it is natural that one who is accustomed to view every social problem from a philanthropic view point should feel that a satisfactory solution may be possible, through the correction of former or of present methods or by the adoption of new ones.

In other words, the community is not concerned so much with the fact than men are blind as with the fact that, being blind, they are not employed in concrete or industrial pursuits, and it is assumed that the reason why those who have attended schools for the blind do not work is that their education was not sufficiently concrete; that is, that blind boys and girls are not taught trades during their school period. Assuming for the moment that this proposition is true, and assuming that the education given is sufficiently concrete, we may point out the extent to which this recourse will restore the whole class of adult blind to concrete efficiency and equality.

In 1900, only 9.72 per cent. of the whole blind population of this State (New York) was under twenty-one years of age. Reductions because of eye troubles, infancy, general ailments, and other causes will reduce the number, so that those who can attend a school for the blind will not exceed five per cent. of all. Of this five per cent. about two per cent. are girls and three per cent. boys. Any attempt to make artisans of these blind school girls would be futile. As for the boys, even if all learned a trade, which would not happen, they would not be at economic parity with normal workers, for they will be subject to the law which regulates competition, as illustrated in the hypothetical case previously stated. The theory that the scholastic institutions should prepare the young blind for after life by instructing them "more concretely" in mechanical trades is neither new nor true, its exploitation having been begun in this country in 1832 by the first schools, and its falsity having been repeatedly and conclusively shown, not only by financial loss, but by educational and moral decline.

The schools in Boston, Philadelphia and New York were opened about 1832. The experience of any of these schools would be equally satisfactory as an early example of intensive, industrial, or concrete training of the young blind, but the efforts of the New York school only will be taken for illustration. The primary impelling purpose of this school was, as it still is, to give to young people of school age, who have lost their sight, an education equal in kind and degree to that given to other young people, who possess all their senses, subject only to those unavoidable limitations which the absence of sight imposes. The educational ends in view were clearly discerned, for they were identical with the universal objects of education, but the means, methods and practice by which to attain the desired ends had in the main yet to be devised and perfected: in short, the art and the science.

the pedagogy and psychology of the education of the blind had still to be worked out and established. In the beginning there were no available embossed books, no apparatus for tangible writing or for other school uses. Much that was suggested proved to be illusory and useless, and the best and most needed of these tangible utilities were so costly as to be unavailable.

Oral instruction, therefore, necessarily became the chief method of the early schools. By this method the pupils became unduly passive and silent, and their participation in class work was reduced to a minimum. Obviously, under these conditions, some mental and physical diversion was necessary. At the time under review, the kindergarten, the various forms of sloyd, and other methods of co-ordinate mental and manual training now followed, had not been evolved, and therefore there was no recourse except to the simplest branches of handicraft. Again, the fact that blindness is a disabling infirmity had not been recognized from an economic commercial point of view, and it was believed that the young blind could be raised and maintained at economic par and be made self-supporting through a course of industrial training.

This belief that competing power could be acquired, and that support and profit would be derived from handicraft pursuits, constituted a strong incentive to that persistence in effort that is essential to success in any enterprise, and which in no case could be more necessary than in this one.

Thus it will be seen that both by intelligent interest and by the inevitable trend of automatic operation, the early schools worked upon the lines of concrete instruction for a concrete end. The special efforts of the New York Institution for the Blind in New York City covered a period of thirty years and dealt generously, intelligently and exhaustively with every phase of the problem.

The first period extended from 1832 to 1845. In 1832 and 1833, the making of willow and mattress work, weaving and braiding of manilla and coir, floor and hearth mats, rag and list carpets, were introduced. Skilled instructors were employed, one having been brought from Scotland in 1833, to give instruction in these branches. Braiding palm was introduced in 1836, and paste-board box-work in 1838. In 1844 seven regular lines of boxes, besides many specialties in fancy boxes, were manufactured, while the willow ware comprised fourteen lines; and this variety was later increased.

During this period it was demonstrated that owing to various causes, chief among which was the lack of sight, of capital, and of needed assistance, the graduates could not individually compete with seeing labor, and therefore were powerless. These conditions so impressed the managers of the institution that they felt impelled to extend their efforts in a sphere of activity beyond that contemplated in the original purpose, and accordingly the institution undertook to relieve the situation by giving employment to its graduates, who should also reside on the premises.

This phase continued from 1845 to 1849, during which time the fact that the adult graduates were employed attracted the attention and stimulated the ambition of a number of adult blind people, who had lost their sight too late to enter the institution and who asked to be admitted to the shop, first as apprentices and later as employees.

During the first period, it was hoped that the proceeds from the finished products of the pupils' work would pay the cost of this department. In this as in other cases, outlay for education does not make return in money values and cannot be measured by commercial standards. Hence, there was no real basis for this hope which of course was not realized.

During the second period, however, the case was different. The well trained graduates were employed as journeymen at full time, the work of the pupil apprentices was utilized to better advantage than before, and success seemed at least more certain. Still it did not come and it was thought that the lack of success was largely due to the great disproportion between the number of apprentices and the number of journeymen which, owing to want of room, could not be increased. Moreover, the full benefits of division of labor could not be derived from so small a body of workers. These and other considerations, coupled with the desire of the outside adult blind, led to the third stage in the sincere and strenuous effort of this institution to prove, if possible, that the hand labor of those who have lost their sight can be made commercially productive.

This stage of the undertaking extended from 1848 to 1862. The purpose was to retain the plan already existing and expand it, so as to afford an opportunity for instruction and employment in trades to adult blind persons of good character, who were able and willing to learn and to work.

A substantial brick building, 200 feet on 8th avenue by 90 feet on 33rd and 34th street, was erected, affording a fine salesroom and ample space for work-rooms, the storage of large quantities of raw materials and finished goods and for all other purposes.

The trades and occupations which contributed to the wholesale and retail business comprised sixteen lines of plain and fancy willow work, eight lines of paste-board boxes, woven and hand-made mats, and rugs in great variety of material, pattern and color, mattresses, upholstering, braiding palm leaf, netting, hammock work, brushes, brooms, and a great variety of knitted and crocheted fancy goods.

At the inception of the enterprise, there was, as usually is the case, a call for goods based on sentiment, personal interest and curiosity. This, however, was soon supplied and the business then became subject to the usual laws of trade and of supply and demand.

It was soon apparent that the local wholesale and retail markets did not absorb the goods that were produced, samples of fine quality were sent out, and every effort was made to find a wider market in other States. The residential privilege which was accorded to the graduates first employed, and which had been extended to the adult blind, proved to be so undesirable and burdensome that at the beginning of 1855, after nine years of trial, and about two years after similar action for like reasons had been taken by the Perkins School at South Boston, it was found necessary to abandon it, and to require the employees to provide their domiciles.

After 1854, therefore, for a period of eight years, the enterprise assumed the character of an ordinary factory, with this difference, however, that while the ordinary factory might work on part time, with reduced help, or be shut down entirely when markets were overstocked, trade dull, or prices of raw material too high, the institution kept its blind employees at work, as otherwise they would lose the stipend upon which they were absolutely dependent.

Within the limits of this paper we cannot dwell in detail upon the promising experiments, the alluring expedients, the patient struggles, the unrealized expectations, and the financial losses which marked this effort from 1832 to 1862, when it was finally abandoned. Suffice it to say that although the resolute and intelligent purpose of the managers of the institution, and the buoyant hopes and dogged efforts of its beneficiaries and employees, were strongly opposed to such a result; still the long-sustained effort proved that in the handicraft pursuits the value of the labor of sightless

people is far below economic par, and that if all other infirmities be absent or overcome and all external obstacles be removed, still the lack of sight remains the one disabling infirmity which fully accounts for and explains this under value, and for which no healing has as yet been found in the industrial world.

Here it may be said in passing that the New York Institution for the Blind was not only the first and still is the only school for the blind in the world which measures its scholastic work by the same tests that are applied to the work in the public schools, but has also taken the lead in pioneer work along the lines of manual training. Besides the trades previously mentioned that were introduced, the sewing machine, knitting machine, chair caning, cooking and raffia work were first successfully taught at this school. Two young women, having just completed their school course, were chosen as demonstrators of the sewing and knitting machines at the Centennial Exhibition held in Philadelphia in 1876, and afterwards at State Fairs and in the company salesrooms in New York.

The knitting machine, although difficult to learn because of the dropping of stitches (which however our girls were taught to detect by the ear), seemed very promising because of the completeness of the articles made upon it; but, notwithstanding this and the thorough mastery of the machine that was acquired, its use on a commercial basis was not practicable. This is an illustration of the conditions set forth in the hypothetical case.

It may be pointed out that the power to detect by ear, in the midst of the whirring of several machines, the omission of a needle to take the thread, is doubtless the most remarkable example of the high discriminating power of the sense of hearing that has ever been attained, and well illustrates the nature of many of the problems of hearing and touch presented in the education of the blind, the discovery and solution of which would be impossible except at a special school. The knitting machine, however, proved to be of little value in manual training, while the dwarfing effects of its stated use upon a scotoic operator are well illustrated in a case related by Prof. Griggs, referred to later.

From what has already been said, it is obvious that the situation is prolific of stubborn facts and refractory conditions and on this point the symposium contributors are in accord. The general view is expressed in the following citations:

The Massachusetts Commission says: "The problem of devising wise and effective measures for providing the adult blind with adequate industrial training to the end that they may engage in healthful and remunerative forms of industry is an intricate and difficult one."

J. P. Hamilton, Superintendent of the Michigan Employment Institution for the Blind, says: "The problem of how best to care for and help the adult blind has not been solved. The work is new and necessarily in more or less of an experimental stage."

It has been shown that at least sixty-five per cent. of all the blind are too old to learn and to follow a trade, that about five per cent. are mentally or physically unsound, that ten per cent. are minors, that ten per cent. are self-supporting or in good circumstances, leaving not over ten per cent. for industrial consideration; that about three-fifths of the last number are males and two-fifths females, some single, others married, and residing in their own homes, in incorporated homes and in almshouses; that upwards of ninety per cent. of all received their education and acquired their trades and occupations while still retaining their sight; that beginning in 1832, persistent, intelligent, generous, and costly efforts have been made to impart

self-support and remunerative ability to both the young and the adult blind by industrial instruction in handicrafts; that the problem is an intricate and difficult one, that none of these industrial enterprises, past or present, have been or are self-maintaining; that the problem remains unsolved; and that from an economic, commercial point of view accumulated experience indicates that it is not commercially susceptible of solution. Keeping these things in mind, the statements, suggestions and recommendations presented in the symposium articles will repay careful consideration.

Doubtless the most significant statement relevant to the subject to be found in the fourteen articles of the symposium is that of Edward E. Allen, for many years past the Principal of the Institution at Overbrook, Pa., and formerly a member of the faculty of the schools at Boston and at Upper Norwood, England. Mr. Allen has served as a leading member of the Advisory Board of the New York Association for Promoting the Interests of the Blind recently formed in New York and for some years past has supervised a census of the adult blind of Pennsylvania. Mr. Allen says: "There is no single solution of this problem. . . . That their case calls for study and alleviation there is no doubt. . . . A manifest duty is before us, but what to do and how to do it is not yet plain."

When one possessing such rich opportunities for observation, experience and reflection as Mr. Allen has enjoyed becomes conscious of an existing obligation, for the performance of which neither means nor ways have yet been made clear, men of less experience should not be expected to offer a solution; and true educators and philanthropists will approach the question with deliberation and caution, unmoved alike by the appeals of sentimentality and the rose-tinted prophecies of the promoter in philanthropy.

The two State Commissions and the other writers favor industrial instruction and employment, but there is wide diversity both of opinion and practice as to the desirability of combining the trade school, the factory and the domicile.

Those connected with "working homes" favor an organization embracing all of these features. Those connected only with "workshops" disapprove the "home feature," while others advocate an entire separation of trade school, factory and domicile, except in the case of trade schools at which the apprentices may be provided with support. The New York State Commission of 1903 plainly stands opposed to the union of factory, as a business operation, with the home, as a charity feature. The Massachusetts Commission advocates industrial instruction and aid at home, and the establishment of State industrial schools and working homes.

The theory of the New York Commission seems to have been that if the adult blind are furnished with trade instruction in some cases, and trade instruction with some capital in others, supplemented with facilities for getting material and selling goods, they will then be able to maintain themselves against the rivalries of the labor market, and there will be no need for State workshops or for working homes. The theory of the Massachusetts Commission seems to have been that notwithstanding the work schools and the home aid, the labor of the blind will still not be at parity with the labor of those who see, and hence that State workshops and industrial homes will be needed. If the labor of the blind is adequately remunerative why should this question of a home come up at all in connection with the subject of employment?

The fact that it has been found necessary to provide a home as well as employment is in itself evidence that the labor of the blind will not bring an "independent self-support." But whether the object be to provide trade

schools only, or to provide a support ameliorated by trade schools and employment, the trade school members and the shop apprentices and workers should reside with the neighborhood families. Economy in the cost of support is the chief extenuation for the congregate "working home." When, however, one has lost his eyes, he all the more needs the use of the eyes of others, and this can be most freely secured through living in the usual relations with those who see. While it is true that private philanthropy may find the congregate home to be the best and perhaps the only mode of practical relief, especially in cities, this practice on the part of the State would be from a pecuniary point of view unnecessary, and from a social aspect it would be most undesirable and unwise.

The Massachusetts Commission would have the State continue its care over the trade school graduates. The New York Commission would let this duty devolve upon the community; or, in other words, upon the precarious support to be derived from individual contributions, administered and bestowed as charity.

The importance of fostering family ties and duties, neighborly acquaintanceship and interest, church membership and help cannot be too highly esteemed, but yet there seems to be something about the loss of sight in adult life which paralyzes action and renders suggestion futile, so that family and friends, the neighborhood and the church seem helpless, each looking to the other and all of them to some other source for aid.

Keeping these things and the lessons drawn from experience in mind, together with the facts in relation to location, and diversities as to race, sex, age, health, and domestic and denominational relations, it appears that the State alone can provide those large, compassionate and wise measures that will effectually meet the physical, social and intellectual needs of the adult blind, and relieve them from dependence upon the inadequate provision which genuine benevolence can at best make.

Earning a living and earning the going rate of wages are equivalent terms in the labor market, and the more clearly a business man sees that the blind can at best produce only a part of the product necessary to secure normal wages, the more certain will he be not to employ that kind of labor.

Beginning with the fifth year, the education of people having five senses requires about nine years in the primary course, four in high school, and four in college, thus making the students twenty-two years of age at graduation. When we reflect that education with only four senses, none of which can perform any vicarious service for the lost sense, is a much slower and vastly more difficult process than with five senses, the suggestion that blind boys and girls can receive the proper education of body, faculties and character that American citizenship requires, and at the same time be prepared and expected to find work as machine and process operatives at the age of sixteen, exhibits a temerity that is amazing.

Prof. Griggs, in one of his lectures, relates the story of a young girl who had been obliged to seek work in a factory. At first, she indulged in a little talk now and then, and when the end of the week came she found that her pay was short because her work was short. This taught her that she must not talk. She could not help thinking, however, and so she indulged occasionally in pleasant memories and anticipations. At the end of the next week, her pay was again short, and now she had learned that in order to perform the allotted task she must work as automatically and as insensately as the machine which she operated, but which in fact dominated the operator, body and mind.

Such an effort is obviously degenerating and brutalizing, and yet this is the lot deliberately proposed for the blind boys and girls of our State and country. The idea, however, is not a product of American thought, and will never be realized, at least in this country.

What has already been said has made clear the proper functions of schools for the education of our young blind people. Under present and prospective conditions these special schools are indispensable and their resources should be wholly devoted to the physical, intellectual and moral education of their pupils.

In so far as education from kindergarten to university has any direct and proper relation to vocation, the prime condition—life in darkness—unerringly points to callings that can be followed individually, by the use of hearing, touch and speech, and without the aid of sight or of muscular effort dependent upon it.

Industrial or trade instruction belongs to the post-graduate period of adult life, and it should not be allowed to trespass upon the legitimate work of the schools, which is mind-building and citizen-making. The New York Commission with great force says: "Some form of manual training for boys should take the place of the industrial training now conducted in schools for the young blind."

Education provides the only means by which our young blind people can acquire self-respect, social recognition, and vocational independence; the only way by which to avoid in later years that gloomy darkness and ceaseless craving of the mind which neither benevolence nor beggary can illumine or satisfy.

As I have been actively engaged since the fall of 1859 in work to promote the education and welfare of the blind, those who have had the patience to peruse this paper may desire to know my views on the general subject. In countries where the sovereignty is vested in one person, all others are subjects. The sovereign may bestow charity upon others but he cannot bestow charity upon himself. In this country the people are sovereign, and blindness deprives no person of his share in this attribute, and therefore any act done by the State in behalf of the blind is not charity but is an act of public policy to promote the welfare of the whole people, of which they are a constituent part.

This fundamental principle has been recognized by the people of this State, who have declared in their constitution that the Legislature may make such provision for the education and support of the blind as to it may seem proper. As public policy and not as charity, the State may therefore use the wisdom and the resources of the people for this purpose.

A plan for State action should comprise the following features:

1. The fullest educational opportunities for the young blind, as part of the educational system of the State.
2. One salaried Commissioner for the adult blind, to be appointed under the civil service, who shall devote his whole time to this work.
3. Instruction at home in manual training, including reading, writing, knitting, crocheting, hand and machine sewing, raffia and cord work, basketry, culinary and house-work, outdoor work, with suggestions as to ways and means of useful occupation.
4. Work-schools, with support for apprentices, wholly separate from any work-shop or factory.
5. Starting and establishing shop-school graduates in their own or in some other community when possible.

6. Workshops or factories for those who cannot be so established.
7. Attendants at shop-schools, and shop employees invariably to reside with families in the community.
8. A system for supplying raw material at cost and for the sale of products.
9. Statutory provision for admission into denominational homes of respectable, well disposed blind people of the same faith.
10. The support of respectable, well-disposed, friendless, or destitute people in good families whenever possible, but not exceeding three blind persons in any one family.
11. The support in residential homes of respectable, well-disposed adult blind people not otherwise provided for.
12. The care of disreputable, disorderly, or dissipated persons by the local authorities where such persons reside.
13. A bureau of registry and information.
14. Co-operation by relatives and the community.

But whether this work be done by the State or by charitable associations, no money should be appropriated or solicited upon the representation or expectation that scotoic labor will be commercially profitable or that scotoic workers can earn or ought to be expected to earn an independent self-support.

A STRUGGLE IN THE DARK.

(By John Trowbridge Timmons, in the *Saturday Evening Post*.)

My life has been a struggle in the dark. For I am blind. But in the darkness I have light. I see through the remaining four senses.

I was nearing manhood when the real gravity of the matter presented itself to me. My parents were poor, and I realized that, if I lived as long as some of my ancestors, I would soon have to begin to do something for myself in life or become a subject of charity.

I did not enter school until I was in my fourteenth year, but, notwithstanding the fact that many impressions have been imprinted upon my memory, my mind still retains some very vivid pictures of those days, and I shall never forget the sound thrashing I gave Hon. William McCrate, of Nebraska, after he had bullied me into desperation, and I often wonder if he remembers the event as well as I do.

Not being able to read from the readers I was given the privilege of sitting with some pupil who read the lesson over to me a few times, and I went to class and repeated the reading lesson from memory. My history, geography and arithmetic were learned in a similar manner.

Not until I was past twenty-one did I learn I was entitled to attend the Ohio State School for the Blind, at Columbus, and, owing to my age, I was permitted to attend only one year. In that time, however, I learned much. Associating as I did with so many blind pupils of all ages, many of whom were very bright, and many who were to a great degree helpless, I determined to make a heroic effort to do something for myself.

His Start in Business.—Soon after I came from Columbus I started a small mail-order business, and with the aid of my mother, who read the letters and addressed the packages, I was able to build up quite a little business, and from some of my plans and advertising schemes, certain other persons, who had thousands of dollars to invest in advertising, which is expen-

sive, have been able to build up the largest card and novelty house in the country.

My first newspaper story of any note was an account of a cyclone that passed through the town and surrounding country, and did quite a little damage. My account of that storm, and my promptness in getting it to the various newspapers, secured me the position of news correspondent for several leading Ohio and Pennsylvania dailies. Through the kindness of Samuel J. Flickinger, editor of the *Ohio State Journal* in those days, I was enabled to submit and have published a number of special articles.

I consider I owe a portion of my success in life to the fact that I am and always have been a close student of human nature. Not being able to read the features of persons, I made a study of the voice, and I found it reveals traits of character, habits and disposition even more correctly than the features and shape of the head.

In submitting manuscript to the various publishers I have met with many difficulties. For several years I wrote with a pencil, by means of a grooved board upon which I laid my paper, and although my writing was legible it was not as clear as most publishers wish their copy.

I determined to purchase a typewriter, and when the machine arrived and I felt over the device I was discouraged, for it seemed intricate, and I thought I could never learn to use it. After being shown a few points, I soon found it was not near so difficult as I had at first supposed. Since that time I have done all my own correspondence and prepared all my copy on the typewriter.

In a personal interview with Professor Roy Knabenshue, the daring aerial navigator, he informed me I could write a more accurate description of just how the earth, with its rivers, mountains and cities, actually appears to one in an air-ship than anyone he had read who had travelled above the earth. He wanted to know how I, a blind man, could form any idea at all as to how things appeared, especially to one at a great height. All I could say was I did so from imagination.

Hits the Head of an Unseen Nail.—With careful management I have been able to build for myself and wife a very comfortable five-room cottage, which is situated at the edge of the town of Cadiz, Ohio, with an acre and a half of land, where I have built a small poultry ranch. When not engaged in newspaper work I am attending to my poultry. I have buildings and yards for eight different flocks, and depend upon the egg production for profit. I find if it is rightly managed it will yield a handsome little income.

In building the poultry houses I have done quite a lot of the work myself, and when it comes to sawing off a board or driving a nail I can do so as readily as one who can see. There is a peculiar sense, which I am not able to describe, that enables me to strike a nail directly on the head, even in total darkness. I have had men working upon my residence and poultry houses, and I could stand on the ground and tell the builder the length and size of certain pieces of timber to be put in certain places, and when they cut the material and tried it they found it to fit the place exactly. I am confident with a little study I could plan a house and specify every piece of timber in it, and if my plans were followed it would go together just like a piece of furniture cut by machinery.

Distinguishes Fruit by Feeling.—Providence has so ordered it that when one of the five senses is weakened or destroyed, the others, and more especially one, becomes more acute than the rest. I find this is true in my case. My hearing is excellent, and in delicate tests I have found I can hear sounds

that few others can detect. My sense of touch is extremely acute, especially in some ways. At night, when it is calm, I can walk along a sidewalk and feel a shadow, or atmospheric resistance, of every tree or telephone pole I pass, and should a person be standing at the side of a walk with which I am thoroughly acquainted, and I am not too deep in thought, I can tell the very moment I pass them.

Through the sense of touch I am able to gather different kinds of fruit and vegetables, and can detect the different varieties as soon as I touch them. Through the sense of hearing I am able to distinguish one fowl from another, and even when they are quite small I can tell the males from the females by the tone of voice.

I am naturally able to notice certain peculiarities in people. I have had persons talk loudly to me because they knew I was afflicted and supposed it required a greater effort for them to make themselves understood. I have actually known persons to talk loudly to a man who was lame, and it is very common for people to speak loudly to a foreigner.

The blind are, as a rule, the happiest class of people in the world. A great per cent. of them are musicians, and although they live in darkness they possess that light which makes life worth the living. I deem it my duty to make a bold struggle, and I feel that so far I have been amply rewarded, even if I do have to miss the pleasures of life obtained through the sense of sight. I am content with my lot, do not worry half as much as many I know who have all their faculties, and I am satisfied that, if I do that which is right in this life, I shall see perfectly in the life to come.

THE SPINNER.

(By Celia Myrover Robinson in *Munssey's Magazine*, May, 1907).

A beggar blind, she sat upon a stone
 Within the market-place.
 Amid the surging crowd she spun, alone,
 A smile upon her face;
 One paused and spake to her in wondering tone:
 "Why do you smile?" he said.

"The people jostle and the winds are cold;
 Thy hopeless eyes are blind;
 Thy garments are too meagre far, and old,
 To fend thee from the wind;
 Thou hast no silver in thy purse, nor gold,
 But beggest for thy bread."

"I am not cold," she said; "my heart is warm,
 I do not feel the blast."
 "But hearken to the raging of the storm,
 The sun is overcast."
 "I sit and spin," she said, "secure from harm,
 And think upon the Light."

"I do not see the squalor and the sin,"
 She said, "that flaunt so near;
 Instead, my brooding gaze is turned within,
 And music soft I hear—
 The voices of the stars—and spin and spin
 A garment strangely bright,
 A cloth of gold to wrap my soul within
 When it is night."

THE STORY OF THE BLIND INVENTOR.

(From the *Toronto Mail and Empire*, March 22nd, 1907.)

Those who know something about his work have declared that Dr. James Gale was the most remarkable blind man who ever lived. His death brings to mind some of his wonderful accomplishments, and his whole career should be an inspiration not only to persons who have lost their sight, but to others who are struggling against some lesser handicap, and, indeed, to the average man who has all his faculties to aid him. So triumphantly did Dr. Gale surmount his great obstacle that many persons who knew of him as a famous man never learned that he was blind. A personal interview would hardly betray the fact, either, for he would enter the room with a firm, quick step, walk directly to the visitor and shake hands, without any groping about. His eyes, to a casual observer, appeared clear and penetrating.

He Concealed his Affliction.—Dr. Gale was born in Devonshire, in 1834, and attended school before anything went wrong with his eyes. His first warning that anything was amiss came in the shape of a gradual lessening of his powers of vision. Boy-like, he was ashamed rather than afraid, and tried his best to keep his misfortune secret. When playing leap-frog with the other boys, he used to put a white handkerchief on their backs that he might see to vault them; and in the school-room he artfully contrived to place himself far down the line of reciting boys so that he could read off from memory the lessons. His determination to conceal his trouble was responsible, chiefly, for the complete blindness that came upon him, and what little chance of recovery he had, when his parents found out the secret, was destroyed by the ignorance of the local physician who undertook to cure him.

A Boy Inventor.—He grew worse, instead of better, and suffered so severely that once he was on the point of committing suicide. When the Plymouth oculist, to whom he was taken as a last resource, pronounced his final doom, young Gale shed the last tear that his misfortune was to wring from him. He was then sixteen years old. His father gave him his choice of having a couple of secretaries to read to him or entering an institution for the blind. He chose the former course, and soon found that by training his memory he could make good progress with his studies. So he kept on, to the astonishment of his tutors. His tastes were in the direction of chemistry, and even as a boy he made experiments that ultimately were to be of the utmost importance. He found out, for instance, that by mixing sand with gunpowder the explosive effects of the latter were destroyed. In later years he resumed this boyish investigation, with the result that he invented a non-explosive form of gunpowder.

A Medical Electrician.—His introduction to medical electricity, of which branch of the subject he was at the time of his death the most distinguished exponent, came about as a direct result of his blindness, for a medical man tried to restore his sight. Although the attempt was a flat failure, it interested Dr. Gale in electricity, and he made it a special study. Soon he began to receive patients, and such favorable results did he have that other doctors would send him cases for galvanic treatment. The secret of his remarkable success was a true secret in his case, for he always let the current he was applying to a patient pass through his own body. So sensitive was his sense of touch that he could tell to a nicety exactly what current was best adapted to the case in hand, and his very misfortune thus gave him an

advantage no seeing man could have. His hearing also was marvellously acute, and helped greatly in diagnosing.

One Fee \$250,000.—Dr. Gale's name for the past few years has been famous in connection with a millionaire patient, who paid him the highest price on record, \$250,000, for a successful treatment. This patient went to the blind doctor after Sir William Ferguson had given him just six days to live. Sir William advised Gale not to take the case, as it was incurable, and his reputation would be injured; but, after a careful examination, the blind man undertook it. The millionaire had gangrene of the big toe, and aneurism of the same leg. He was too old to stand an operation, and so it was with electricity and massage that Gale attacked the leg. Gradually he reduced the area of diseased tissue until he had it down to a spot the size of a dollar. He persevered until it became the size of a pin's head, and then disappeared. The delighted millionaire lived for several years afterward and expressed his satisfaction by paying the record-breaking fee of £50,000.

Inventions and Honors.—Rapid-fire breech-loading rifles, burglar alarms and electrical clocks are a few of the many things Dr. Gale invented in the course of a long and busy life. All the time he was a practising physician, and besides was interested in many business projects. When the Briton Medical and General Assurance Company failed some years ago, Dr. Gale was appointed to represent the policy-holders, and he managed the company until it was taken over by the Sun Company. He was electrician for the first telephone company in London, and consulting engineer in the heating of the Bank of England. He founded at least one institution for the blind, and on two occasions was summoned before British Royalty to hear his work commended. He also received recognition from the late Czar of Russia and Napoleon III. of France, besides having many degrees and honors conferred on him by universities and scientific societies. His sudden death removes a man who was made of heroic stuff, and one whose example should prove a source of encouragement as long as his name is remembered.

PORTABLE PRINTING APPARATUS FOR THE BLIND.

(From "*La Nature*," Paris, 22 December, 1906.)

M. E. Vaughan, director of the Hospital of the Quinze-Vingts, has recently invented a little portable printing case which enables the blind to write henceforth in ordinary characters and consequently to communicate with anybody. It is known, indeed, that the blind use for reading and writing the system of points in relief invented by Braille, in which the words and phrases are constructed by these points properly combined. To read, the blind feel the points with the finger; to write, they form their text in Braille points with the help of a bodkin and of a grating passed under a sheet of paper. The portable printing case for the blind is a box which encloses in its lower part printing types, and on the other side a grating intended to receive the types for a composition. The types used are cast specially by the firm of Allainguillaume & Co. of Paris; they have at one end a letter in the Braille alphabet, and at the other end the equivalent Roman letter. These types are also provided with a longitudinal tongue placed at the base of the letter, of which it indicates the direction. The tongue permits the placing of the types vertically in the grooves made in the grating. The mode of using the printing case is as follows: The types are placed in the left grating, and the Roman letters press on a perpetual inker. The blind person recog-

nizes the Braille letters by touch; he can take them one by one to compose words. For this purpose, at the right, is found a hinged grating, under which is slipped a sheet of paper to receive the impression. The blind person can then take the types and place them in the right grating, going from left to right. The types so placed side by side touch each other. To separate the words, the groove which immediately follows the last letter of the written word is left empty. When all the types are in place, the exercise of a weak pressure suffices to print the letters upon the sheet of paper. The same apparatus enables a person who does not know the Braille alphabet to write to a blind man; then the inker is not used. The types are placed in the left grating, care being taken to put at the top the Roman letter in such a way that it may be seen by the operator. He composes his words letter by letter, and places them in the right grating, proceeding from right to left. A pressure is then exerted upon a sheet of paper placed as in the preceding below the grating; the Braille letters are printed in hollow, and the pressure to be used depends upon the thickness of the paper, which, so figured, is returned and read by the blind person by touch from left to right. This invention appears most practical and of a nature to render important service to the blind. The portable printing case for the blind may be obtained at the bookstore of Hachette & Co., 79 Boulevard St. Germain, Paris.

BOOKS AND PAPERS FOR THE BLIND.

(From "*La Nature*," 9 February, 1907.)

Attention is given in these later days to the question of special printing for the use of the blind. "*La Nature*" has described the interesting "portable printing ease for the blind," invented by M. Vaughan. At the same time that the Vaughan system was described here, a leading English journal announced that it was going to publish a regular edition for the blind in Braille type. It added that the printing of it would be done back to back, that is to say, that the blind man, in turning his page, as the seeing do, could continue his reading and follow it without interruption. We shall describe this method of printing with the greater pleasure because it was invented in France by M. A. Balquet, chief of the special printing office of the National Institution for the young blind at Paris (Institution nationale des jeunes aveugles, 56 Boulevard des Invalides, à Paris).

The blind now use the conventional system of pointing invented by a blind man, Louis Braille, Professor at the Institution in 1827, with abbreviation signs by Charles Barbier.

Braille's system has for its base ten fundamental signs with which the ten first letters of the alphabet are obtained. By adding one or two points under each fundamental sign, new series of ten signs are obtained, without having more than three points in height or two in width for the most complicated character; the conventional signs corresponding to the figures are also obtained.

The casting of types for printing, in cubes, was undertaken, bearing these points in relief and enabling one to print them by a sort of honeycomb upon sheets of special paper, that is to say, at the same time soft enough and thick enough.

This was realized by the successive efforts of Messrs. Martin, Director of the Institution; Oury, a former pupil, and Gustave Peignot, master founder, at Paris, who reduced to practice the casting of type and created "the typographical material for the blind."

But the types so obtained could print only on the obverse; the reverse of the pages was then unutilized. M. A. Balquet, in 1899, conceived the idea of special typographical characters which would permit the simultaneous printing of the two sides of the page. This invention, which is of an extreme mechanical delicacy, does great honor to its author, whose modesty is such that it is necessary to beg him to speak of it in order to obtain the description; it has besides been subjected to the legal formalities "of deposit" and they risk only what this may be to make it known. On the contrary this will certainly be a means of hindering it from coming back to us from England, or from some other country.

The invention of M. A. Balquet rests upon a mathematical disposition of the types having for its principle the inverse symmetry.

This is what it consists of: M. Balquet thought of placing upon the same typographic character, by the side of the points in relief, six little hollows intended to receive the reliefs of a corresponding type.

Any two types, opposed to one another end to end at an inclination of 180 degrees, fit then exactly; the points of the one (whose number never surpasses six) enter into the hollows of the other and reciprocally. That being fixed, compose a text of a page with these types; then compose in the same way the following page by continuing the "copy." Interpose a sheet of paper between the two forms; print with a foot press. We will obtain the impression of a text in Braille characters obverse and reverse.

It is easily seen how much this system has from the start condensed the books intended for the blind while rendering them also more economical in working off and in paper. But furthermore, it became possible to print thus real newspapers for the blind and they have not been lacking.

Before the application of the Balquet system, the Association Valentin Hauey already printed special sheets, the "Louis Braille" and the "Revue Braille," by the aid of double sheets of metal. That was costly and naturally no correction could be made upon the sheets; the words and the letters remained irremediably fixed.

In July, 1902, the distinguished blind philanthropist, M. Maurice de la Sizeranne, was able to obtain the Ministerial subvention needed to create a typographical installation of the Balquet system, which was entrusted to the blind sisters of St. Paul, Denfert Rochereau street, Paris.

It goes without saying that the printing office of the National Institution for blind youth, Boulevard des Invalides, Paris, of which M. Balquet is chief printer, works with the same perfected material. Blind people also use typographs. It is a marvel to see them proceed, not only with the composition, but also with putting in the form, and even with working off 500 sheets an hour, giving the impression to four pages at the same time. A single person in the staff, dumb and full of skill with these typographers whose "eyes are at the end of the fingers," has according to the phrase used "a corner of sight;" it is he who does the margining of the sheets, that is to say, who places exactly in the mechanical press the sheet which is to be worked off; only a seeing person can avoid, in doing this task, grave and mournful accidents.

The organizers of these printing arrangements, so remarkable of their kind, found two special co-operators who have been precious to them. First, it was M. Gustave Peignot, the late master-founder, who knew how to appreciate the merit of the new invention, and who studied with particular care the "fount" of the Balquet type. The casting of type for printing is always a very delicate operation; the types of which we speak present special difficulties which have been very happily surmounted. Again, a machine for

printing, equally out of the ordinary, was required. It was studied out and constructed by the firm of Marinoni.

The machines for printing for the use of the blind, before the invention of the Balquet type or "interpoint type," were ordinary printing machines with "marble" placed under a cylinder which made the impression; the inking accessories had simply been omitted.

These machines, which were all right for impressions in which the sheet was printed on one side only, could not be used for printing "interpoints" obverse and reverse.

But the machine which has just been constructed for answering this new need is based upon the principle of the foot machines used for common printing of small sizes. Solidly set up, to resist the relatively considerable pressure of simultaneous printing in relief on both sides of the sheet, it comprises two stones, each bearing one of the forms of "interpoint" set for working off. The sheet is margined upon the lower marble and in the movement of the machine the two forms coming to fit one upon the other, it is printed by a single stroke of the two sides. It is necessary, to obtain good impressions, that the hollows of each type should place themselves exactly in face of the reliefs of the type opposed from the other form; that necessitates a perfect adjustment of the movable parts of the machine, which has been realized.

Thus the books and newspapers for the blind are composed and worked off by the labors of our inventors and of our French mechanics. To our knowledge, foreigners have not found any other arrangement more practicable, nor one answering better to the difficult programme of accomplishing this very particular scheme of typography.—Max de Nansouty.

THE TELEPHONE.

(From the Vancouver Washingtonian, 21 December, 1906.)

That Valdemar Poulson's invention, the telegraphone, will open up a new world to the sightless is the opinion of leaders in the work of making the life of the blind worth living. So great are the possibilities of this instrument that institutions are studying it with the most careful attention. They say it will bring within their reach all the advantages of education, study and entertainment more rapidly and at far less expense than is possible with any of the systems for teaching the blind now in use.

One of the most enthusiastic advocates of the telegraphone, and the first to point out its possibilities, is Dr. George M. Gould, of Philadelphia. Dr. Gould ranks among the foremost ophthalmologists of the world, and is an expert competent to speak with authority. He said recently:

"As a means of instruction for the blind the telegraphone is ideal. I cannot imagine a more rapid and effective means of placing at their command all the learning and science of the world, and thus encouraging and arousing their mental, educational and social progress.

"I have talked into the telegraphone in every pitch and tone of voice; the machine has immediately reproduced what I said with the same qualities of pitch, timbre and intensity and without any mechanical or other unpleasant effects.

"Whole libraries can be read into the telegraphone by skilled readers or expert elocutionists. Lectures, concerts, recitations, may be had at will. The ludicrously cumbrous, expensive and wearying letters and libraries for the blind—the Braille, New York point, line letter, Moon type, etc., of what use will they be now? The telegraphone will take their place.

"There are seven hundred thousand blind persons in the civilized world, and benevolence has long vied with charity in lightening the burden of their affliction and mitigating the tragedy of their lives. To place within the reach of these this most helpful device would put them at a bound so in touch with one another, and with such profitable employment that other charities in their behalf would lessen in demand and in significance."

Although based upon an entirely new principle in physics—the localization of magnetism—the machine is very simple in its operation. It consists of two cylinders mounted about six inches apart, over which runs a thin steel wire passing between the poles of a double electro-magnet. Records are made by the effect upon an ordinary telephone transmitter of sound vibrations which are stored upon the wire.

To hear the record the cylinders are reversed by a push button and started again in the same way. Ordinary telephone receivers are then placed to the ears and the sounds, whether vocal or instrumental, which have been recorded on the wire, are heard with perfect distinctness. Telephonic conversations at any distance covered by the telephone are recorded and reproduced in the same way.

For dictation purposes thin steel discs are used instead of wire, but the operations are the same in each case. In this way the blind can correspond with each other, the discs being so light that they can be mailed as merchandise for two cents. They can be used over and over again, passing a magnet over them removing all trace of one record and making it ready for another.

Special arrangements will be made with institutions for the blind for the use of telegraphones, which are now being made in this country. In this way all the advantages of instruction and entertainment afforded by the new invention will be brought within the reach of every one of some fifty or sixty thousand sightless Americans.

IS THERE A SIXTH SENSE FOR THE SIGHTLESS?

Thus with the year
Seasons return, but not to them returns
Day, or the sweet approach of even and morn,
Or sight of vernal bloom or summer's roses,
Of flocks or herds, or human face divine,
But cloud instead, and ever-during dark
Surrounds them.—MILTON.

To make a journey from the Atlantic to the Pacific coast afoot would be a strenuous performance for a person with sight. Yet G. N. Hayward, of Savannah, Ga., a blind man, has undertaken it.

Mr. Hayward is forty years of age. He left Savannah on November 19th last, declaring that he would reach San Francisco by the middle of April. He passed through Jackson, Miss., in the middle of January. Judging by the time taken to make that distance, he will reach San Francisco upon schedule.

Most of his travelling is done by night. Do you know why?

Blind persons will tell you that they have more trouble preventing persons with sight from walking into them than in keeping out of the way of others.

Being blind, of course, the lone traveller can walk as well at night as by day. In fact, he finds fewer obstacles in his way. Most of his travelling is along railroad tracks. He is able to tell when he comes to bridges and then carefully makes his way across. He is warned of approaching trains by the vibration of the rails.

"I have travelled 32 days," he said upon reaching Jackson, "and have made an average of 20 miles each day. I have no fear of accidents or of encountering obstacles. Unless bad weather or an unforeseen misfortune prevents, I am certain that I will reach San Francisco by the middle of April."

Hundreds of sightless persons wander about the streets of a large city. Have you ever wondered how they find their way so accurately, how they pass safely through crowds, and over street crossings? Don't you wonder how they find their way home?

Yet one seldom hears of a blind person getting lost or being injured. Does it not seem as though a mysterious power lightens their misfortunes and guides them—perhaps by means of a psychic sense which other men do not possess?

A blind negro in one of the largest cities earns his living by delivering market goods. For more than twenty years he has been employed thus, and has carried baskets of marketing to customers living in all parts of the city.

Guided in a Mysterious Way.—This man is familiar with every street in the city. He can go to the outlying sections or to any of the many obscure streets in the central part of the city; he passes through dense crowds, crosses streets congested with traffic and boards trolley cars. He has never suffered an accident.

Some mysterious sense tells him when he is approaching an object. Before reaching it, and without touching it, he can distinguish a telegraph pole, a mail or a fire alarm box.

"I feel it on my face," he explains; "I don't know how, but I seem to feel the impression here," moving his hand vaguely across the lower part of his face. "When I get near a telegraph pole or a mail box I know it. How? It just comes to me—and I'm seldom mistaken.

"It took me three years to learn when I was approaching an object. At first I found considerable trouble in getting about and began using a cane to guide me. I had to wait at street crossings for some one to pilot me across. Gradually I developed the sense of feeling objects before me.

"At first I occasionally got an impression of something in my way. I would stop and go slowly. Usually I found my fears were true and that there was something before me. Sometimes, however, I ran into the obstacles, and again would stop when nothing impeded my progress. Now I am seldom mistaken. I have no fear of going into any part of the city and can get along as well as when I had my sight."

Blind Builders.—One would scarcely imagine sightless persons building a house, laying the foundation, stone on stone, erecting the framework, building stairways and putting on the roof, nailing all boards with the precision of expert carpenters.

Two blind men recently finished a house at Berkeley, Cal. Without any assistance whatever, Joseph Brown and Joseph Martinez constructed a one and a-half story bungalow, complete in every detail. It is regarded as one of the prettiest little houses of the city. These men lost their sight early in life, and peddled goods from door to door throughout the State. They lived together in San Francisco, saved their money, and in time accumulated a snug bank account. During the fire which followed the earthquake all their property was destroyed. But their bank account fortunately remained intact.

They pooled their money, purchased a lot at Berkeley, and started the bungalow. They worked at night, as well as during the day, noonday and midnight being the same to them, and crowds of spectators followed their

progress with deep interest. When the house was finished mechanics declared it an excellent job.

Blind Publishers.—Lute Wilcox, a publisher, of Denver, Col., several years ago took four blind men into his establishment to help him. He assisted them in every possible way; they learned every branch of the business and to-day three of them own periodicals published near Denver.

"There is scarcely anything," a noted authority said recently, "that blind persons cannot do, except painting. Make them believe they can do it, and they will accomplish almost anything a seeing person can. The reason the blind are not employed to a greater extent is because business men won't believe they can do what they claim."

There are many blind typewriters; quite a number are earning their livelihood by this occupation in England. Miss Helen Keller recently opened an industrial exhibition in New York, where blind typewriters, telephone switchboard operators, and machine and hand sewers were at work.

Of course the blind typewriter could not very well use a system of shorthand, so instead of taking dictation by stenographic notes, she requires a phonographic record of the work to be done. This system of dictation, however, is used quite extensively in business houses, where ordinary stenographers are employed.

Blind typists make few mistakes. They are compelled to rely so absolutely on their sense of touch that perception through the fingers becomes abnormally developed.

Were you to go into a telephone exchange and see a blind girl answering calls, plugging each hole where the call drop clatters, and making every connection correctly, you would be amazed. Yet there are blind telephone operators. Quite a number are employed to take care of private exchanges, while there are several in the employ of the big telephone companies in New York.

If you observe the operator carefully, you will notice that with head bent she listens attentively. All her faculties of perception are concentrated in hearing; she determines the right call on a switchboard of several hundred numbers.

Is there not some reason for believing the girl possesses a psychic sense—a mind conscious of those mysterious, hidden vibrations as subtle as the thought waves of the telepathist?

Put a blind person in a store, and in a short time he will know the position of every box, the prices and varieties of different articles.

At a well-known eastern school for the blind a class in physics may be found nearly every day eagerly "watching" the practical demonstrations of the instructor. He stands at one end of the room conducting his experiments, while all the members of the class face him attentively, seeming to watch every movement of his hands.

Of course, one appreciates the great aid which an abnormal development of touch and hearing gives the sightless. But what is it that enables blind boys to play football, to run footraces fearlessly, to do many things with dash and confidence that would seem only possible to the seeing?

When asked his opinion as to the possible development of a sixth sense in the sightless, Superintendent Edward E. Allen, of the Pennsylvania Institute for the Instruction of the Blind, replied:

"Scientists differ on that point. You might say there is a sixth sense of the blind, just as there is a muscular sense among ordinary persons. The perception of the blind is really remarkable, but I think their develop-

ment of the senses of touch and hearing is only to be expected because they must rely absolutely upon them.

"Blind persons in this institution can tell my mood—whether I am pleased or not—by the sound of my voice, even when I think my voice is unchanged. A blind person can enter a room, crack his fingers, and tell the distance from the door.

"I can send a blind pupil into a field to find a tree, and usually he will walk up to it. The pupils here play football. After throwing the ball they listen, and as soon as they hear the sound they run for it. Whether these instances are evidences of a sixth sense or not is a question.

"Some assert that the blind ascertain the presence of approaching or approached objects by feeling a back current of air on their faces. It is significant that they cannot tell the presence of low objects—only those that reach their faces. They will fall over a wheelbarrow, but will stop short upon approaching a tree or wall. This seems to indicate that the face is the seat of receiving impressions.

"The public does not seem to realize that by educating sightless boys and girls we open up to them a world of their own, in which they do not need nor ask pity, but in which they are completely masters of the situation.

"Athletics is probably one of the greatest agents we have for producing that physical activity and desire for competition which count for so much in making a living."

Persons who witnessed the athletic contest of blind boys at a large school some time ago marvelled at the feats they performed. The running contest was unusually thrilling.

Sprint Fast without Fear.—Imagine a blind boy running at full speed, not knowing what might be thrust across his path to trip him. The runners are guided by holding spools, which slide on wires stretched in the right direction. Starting at the report of a pistol, they run until they touch a fine string across the track at the goal.

At this school the boys engage in jumping contests, football, performances on the trapeze, potato races, walking races, stilt races and hammer throwing.

Records made by the athletes in some of the former contests are astonishing.

For instance, one boy in a standing broad jump has cleared seven feet nine inches; another has gone over seventeen feet in a running broad jump; a twelve-pound shot has been put over 37 feet, and a discus has been thrown 85 feet. One runner made 100 yards in twelve seconds—a record which sprinters of world-wide reputation have beaten only by something like two seconds.

Skill and courage are required to climb to the ceiling hand over hand on a rope. At this school are several boys who can climb to the ceiling, a distance of fifty feet. Sometimes they swing from rope to rope, swinging through the air, and performing feats which would make a person with sight turn away with a shudder. The boys also perform on a trapeze, starting from familiar points in the gymnasium, running and catching the trapeze with unerring grasp on a jump.

The theory that the sensation of approaching objects is felt on the forehead by the pressure of air seems contradicted by the statement of Dr. Emil Javal, who declares that usually the blind receive a sharper and clearer impression of an object when approaching it slowly, and the pressure of the air is less strong than when travelling at a rapid pace.

Some scientists assert that the tympanum acts as a receptor of vibrations and the blind determine objects by auditory impressions. Yet there have been cases where the ears of the blind were plugged with wax and they unerringly found their way and discovered obstacles before them.

An interesting case cited is that of M. Ferrari, a blind professor in the Institute of Montpellier, France, who can tell whenever there is a flash of lightning before the sound of thunder reaches him. The only explanation is that the electrical vibrations reach him and make an impression on the senses as light.

His Perceptions Never Fail.—W. Hanks Levy, author of "Blindness and the Blind," states that he can tell an object before him, whether it is tall, short or bulky. He is entirely sightless. If friends lead him into the country, he can tell when they approach a fence, whether it is of open palings or boards or if it is a stone wall.

The man's ears have been plugged with wax, yet his perception has never failed. He declares he receives the impression through the skin of his face.

There are cases of blind men who ride horseback; others who have taken up bicycling as a recreation; still others who have become proficient rowers and swimmers.

Examples of the most delicate and finished embroidering done by blind women are often seen at exhibitions of schools for the blind.

A WATCH FOR THE BLIND.

Timepieces for the use of the blind are made in several forms, but all are expensive. A recent invention of George Meyer, described in "La Nature" (Paris, July 27), may be sold at a reasonable price and is said to be effective, it being possible for a sightless person to tell the time within one minute by the sense of touch. "The hours are indicated by movable buttons in relief on the dial. A strong pointer shows the minutes. The blind person passes his fingers over the dial; the button indicating the hour he finds to be depressed, while the position of the hand gives the minutes. The buttons are held by a circular plate beneath the dial, which has at one point on its circumference a notch into which the buttons drop, one after the other, as the plate revolves with the movement of the works. This plate, in fact, serves instead of the ordinary hour-hand of a watch. To avoid an undue loss of motive force due to the necessity of rotating the plate, the inventor has furnished it with a little spring of its own, so that, although controlled in its rotary movement by the machinery of the watch, its weight does not affect the main movement."

BLIND CLOCK MENDER.

(*Kansas City Star.*)

Charles Walters, who lives on Argentine Boulevard, Armourdale, is an expert clock repairer, although he is totally blind. Mr. Walters was graduated from the Kansas State Institution for the Blind twelve years ago. Clock repairing is not taught in that school. Mr. Walters learned it shortly after graduation, and has since been engaged in the business. He took a course in piano tuning in the State Institution, and he still does some of this work. Success in tuning musical instruments depends almost entirely on the ears and the eyes are not an important factor. Many blind people follow this profession. Mr. Walters takes the more pride in his clock re-

pairing because few blind people have attained success in this line of work. It is interesting to watch Mr. Walters repair a clock. As he takes it to pieces he does not place the wheels and other parts in order before him, as one might imagine he would. They are piled together on the table, but when he begins putting the clock together he has no difficulty in finding the parts as he wants them. When he picks up the wheels and other delicate parts and adjusts them without any hesitation, it seems as though he works largely by intuition. "No; I can't fix a watch," said Mr. Walters. "There is, of course, a limit to the sense of touch. The parts of a watch are so small and delicate that they cannot be adjusted without the use of the eyesight. In most cases the eyes must be supplemented by a magnifying glass. But I can fix any clock that's made. I have felt that if I had my eyesight I would rather be an expert jeweler and watch repairer than anything else. Since I was a small boy I have had a special fondness for taking intricate machinery apart and putting it together again. Now when I have no clocks to fix and am lonesome for something to do I will get out one of the old clocks I have on hand and take it apart and put it back together just for the pleasure I find in the work."

PHYSICAL CULTURE.

Mr. Ramsay, the Supervisor of Boys, reported that, following the plan inaugurated in the preceding year, a visit was made on Saturday, December 1st, to the Physical Culture class of the Young Men's Christian Association in Brantford. Ten pupils of the O. I. B., representative of the intermediate class, took part in the class exercises and contests in the Y. M. C. A. gymnasium. This participation (with necessary limitations) in the games, athletics and gymnastics of sighted boys, of equal age and physical attainments, is beneficial to the blind pupils in many ways. The latter will learn from the former some new and hitherto untried movements and "stunts," but, what is more important, this commingling begets in the blind pupil confidence in his own ability, which is a more to be desired result of physical training than dexterity in calisthenics, ability in gymnastics or prowess in athletics, though these are the means by which the desired goal is attained. The O. I. B. pupils were shown every courtesy by the Y. M. C. A. boys and they also found in Mr. Clark, the new Physical Director, just such an interested friend as was Mr. Fred Grobb, who was Mr. Clark's predecessor.

Delay in finding a successor for Mr. Ramsay, the measles epidemic and other causes interfered with the boys' gymnasium and outdoor work during the first half of the year 1907, and the exhibition of field sports, which had been planned for the first week in June, had to be called off on account of the unavoidable absence of Mr. Atkins, who was summoned to the deathbed of his mother. The local record in Athletics for the session of 1906-07 cannot therefore compare with that of the preceding year. Mr. Atkins superintended the construction of three running tracks, with wire guides, one for the girls and two for the boys, which were largely patronized in the fine days preceding the close of the session in June. The consumption of bread and the wear of shoes both increased notably after the cinder paths were completed, and some good records of speed were made.

The boys at the O. I. B. play football, but they have not yet become sufficiently proficient to venture a challenge to the seeing players in the Public Schools.

The pupils are indebted to Messrs. Burnley Bros. for the free use of their rinks for both roller and ice skating.

ATHLETICS AMONG THE BLIND.

(By Stanley Johnson in the March, 1907, American Magazine.)

The most remarkable football team in the United States does not approve of the forward pass. This fact, however, is hardly an argument against the reformed game, for the team in question wears the colors of the Kentucky Institution for the Education of the Blind and is made up entirely of blind pupils of that school. Naturally, the forward pass, difficult enough of execution by sharp-eyed players, is impossible for them. Yet at straight football they can play with the best of their age and weight in the region around Louisville, and ask no indulgence except the elimination of goal kicking and a spoken signal when their opponents put the ball in play. Doubtless this football team is not the most astonishing achievement of blind education, but it is an achievement in a new direction, and it points out in a fresh and unexpected way the extraordinary results which have come from Dr. Howe's pioneer school for the blind, conceived in Boston in 1829.

Many instructors of the blind have felt for some years that bodily exercise, spontaneous play, sheer physical self-reliance were features of training sadly neglected. For this reason gymnasiums were built, and outdoor playgrounds provided in several institutions. But it remained for the Kentucky school to go a step further. Three years ago a football team was started there. The experiment, when it became known, was viewed with amazement, but Mr. Huntoon, the superintendent of the school, went persistently ahead. Hours were spent in daily drill, but even so the first season did not find the team in shape to meet other elevens. For one thing, the team had to be picked with quite as much if not more regard for mental agility than physical strength, and as some of the players were comparatively frail and very light, it required long training to put them in condition. The second season, however, found the team entering into active competition. They played nine games, won one, tied three, and lost the rest. Last autumn, their third season, the team made a still better showing. Averaging only 118 pounds, they played both the Louisville High School and the Manual Training School to a standstill, and their second eleven defeated the second teams from these schools, and did it brown. Meanwhile, two other blind football teams had been formed, at Overbrook, Pennsylvania, and Columbus, Ohio. An attempt was made to arrange a game between the Columbus and Louisville elevens, but without success. Another season may, however, find annual contests begun, the first of their kind in the world, and the strangest.

How these blind boys play, on equal footing with seeing boys, a game which requires so much speed, agility, physical courage and, one may add, alertness of eye, must always, perhaps, pass the comprehension of the normal man. The centre, guards and tackles of the Kentucky team last fall were totally blind. Three of the back field had what is known as light perception, but on rainy or cloudy days it availed them little. It was a special rule in all their games that the goal kicking should be abolished, and that their opponents should cry "Pass" when the ball was put in play. Otherwise they played the game without fear or favor, and neither asked nor needed sympathy.

A dozen questions have probably occurred to the reader. How do they know who has the ball? They DO know; they are absolutely certain; they always tackle the right man. They themselves say they know it because



Running Track, O. I. B., 1907.



the feet of the man who is carrying the ball strike the ground with a shorter, sharper, more intense blow than the feet of the interferers; and they dive unerringly for that sound. Certain seeing players have the knack of telling what opponent is going to carry the ball before the play begins by the way he plants his feet. It does not seem incredible, then, that blind players can locate him by the sound of his running. How they get under the ball on the kick-off and on punts is another question. As a matter of fact, they are not successful in getting under kicks. With the exception of certain of the back field, who have partial sight—and they only on very bright days—they make no effort to catch the ball. They wait till it strikes the ground, and then spring for it guided by the faint swish the pigskin makes as it goes through the air. A football is one of the most perverse of all inanimate objects when it bounds, owing to its shape, and it would seem as if the seeing players had an immense advantage in capturing it. Yet that faint swish is to the blind boys almost what eyesight is to their opponents, and though they doubtless dread a punting game, their record does not show that it has spelled disaster for them.

The forward pass, however, is something which they cannot successfully combat, nor even attempt to work themselves. It was their good fortune last fall to meet teams that could not work it successfully, either. The new rules, with their resultant complicated plays, had not sifted down much to the minor secondary school teams, and the blind boys were opposed by their own game—old-fashioned, straight football. As one of them said the other day, if the forward pass, trick end plays, and a lot of punting had been employed against them they would have had little chance to win. For them, at least, then, the old game has its advantages and even a professorial reformer could scarcely have the heart to rob them of it. If a stone-blind boy can be taught to dive into scrimmage, to plunge with the ball against an opposing rush line of sturdy chaps with two good eyes, to tackle in the open field—and always to play the game without a thought of concessions to his weakness, on an even footing, to win—he is in a fair way to achieve a physical as well as a mental self-reliance that will make a whole man of him and put him on a basis of equality with his normal fellows throughout his life.

The boys of the Kentucky institution have a track team as well as a football eleven, and two or three nines, also. Their track team meets seeing teams and has known the taste of victory. But it is hardly so remarkable that a blind boy should put the shot or run down a lane between cords or make a good standing jump. The pole vault, hurdles and running jumps are eliminated. That blind boys should play baseball seems strange enough, however; and as a matter of fact their game is so modified that contests with seeing teams are out of the question. The pitcher makes every effort to hit the striker's bat, by gentle and judicious tosses. The catcher sits on the ground and gathers in the ball with arms and legs, on the first bound. "If he has partial sight," Mr. Huntoon says, "he glories in a standing posture." A seeing person sounds a whistle, if a hit is made, for the number of bases the man at the bat is to go. If the whistle sounds four times the striker does his best to come home. Often a team mate with partial sight accompanies a totally blind runner round the bags as a guide. Obviously this is not baseball as we know it. But the shouting of the players, the cries of the captains and coaches, the excitement of the game proclaim it a very real sport. And to cultivate genuine sport among the pupils is now recognized as an important work of blind education. Not only is its effect on the minds of the pupils salutary, teaching them reliance, the restraint of temper, fair play, cheerfulness, but their bodies are greatly improved. One year of phy-

sical training in the Kentucky school showed a gain in total strength among the boys, according to Dr. Sargent's system of measurement, of 18 $\frac{3}{4}$ per cent. And among the girls the gain was even more marked, 42 per cent. Their gain in leg strength was 75 per cent., which seems to indicate that the blind girls are especially in need of bodily exercise. The superintendent of the Kentucky institution is thoroughly convinced that the time will come when the gymnasium and the athletic field will be essential parts of the equipment of every school for the blind. Dr. Howe, years ago, enunciated the philosophy of the work he had begun.

"Better a bruise or a bump than not make their own way about," he said of the blind. "If an ordinary child falls over an object he is encouraged to jump up and try again. The blind child should be treated in the same way. The other children may wander abroad to gather courage and strength by facing dangers and overcoming difficulties; but this dear pet, who has the sorest need of all to be trained to hardy self-reliance, who should become strong of limb and supple in joint, he must be wrapped in flannel and kept in the rocking chair to grow pale and flabby and awkward and timid, because his mother loved him not wisely, but too well."

Surely the athletic field and the gridiron are not places where any boy is likely to grow "pale and flabby and awkward and timid." Even more than in the education of the normal child, they have their mission in the training of the blind.

The blind man with his tin dipper, blue goggles and piteous appeal on a pasteboard card hung round his neck, has so long been the symbol of mendicancy that it would doubtless astonish many people if they should count up the actual number of blind beggars they meet, even including the impostors. For each blind beggar are a hundred able-bodied men who beg a living in Madison Square from a constitutional aversion to honest labor. There are, according to the latest statistics, 64,763 blind persons in the United States—35,645 totally blind and 29,118 partially blind. Of these 8,228 are colored (including Indians, Chinese and Japanese). A considerable majority of the remainder are foreign-born. In fact, the proportion of foreign-born whites between sixty and eighty years of age—the period in which blindness most frequently occurs—is nearly three times that of the native whites. Granulated lids, or trachoma, is a prolific source of blindness among the poorer Russians, Jews, Irish and Italians. Yet, in spite of this unfavorable distribution of our blind population, about 20 per cent. of the blind are engaged in definite remunerative occupations, and the figures show that there is actually a larger percentage of totally blind people gainfully employed in the United States than is found in the general population. This will probably astonish the general population. It ought also to encourage the brave men and women who conduct the 42 schools for the blind in this country, to whose untiring efforts the result is in so large a measure due. These 42 schools at present accommodate 4,385 boys and girls, practically all of whom will go out prepared to do something in the world, not to be a burden on anybody's charity. The adult blind, those who are stricken late in life, have much less chance to learn, though Massachusetts has employed teachers for several years to visit the adult blind of that state in their homes, instructing them in reading, writing, and to some extent in the manual arts. Many have become self-supporting as a result. A bill to establish similar work in New York State was vetoed by the Governor in 1904 on the ground that the State already did enough for its blind "dependents." The Governor seemed to disregard the fact that the law would eventually tend to lessen the number of dependents. Naturally, the chief

work will always be done with the children, but as that work grows in compass and efficiency, the instruction of the adult blind is bound to increase also, and the percentage of blind dependents in the country, in spite of unrestricted immigration, will probably grow steadily less.

The manual arts and music claim as occupations, perhaps, and quite naturally, a majority of the blind. Besides an organ and an orchestra composed of studcuts, the Perkins Institution of Boston contains over 80 pianos, and as a result of the instruction there all the pianos in the Boston schools are tuned by blind musicians, who even make and repair the defective parts. Music is an art that depends not at all on the eye for its enjoyment and less than most on the eye for its creation. Most musicians can play their instruments with their eyes shut. Scores are easily printed for the blind in point, just as books are. It is hardly surprising, then, that the Perkins Institution orchestra has received high praise from the judicious or that the graduates of the New York Institution should pass the examinations of the American College of Musicians with credit. Last year, out of a class of eighteen, seven received honors and the rest passed with flying colors.

What is more remarkable is the achievement of Joseph Bartlett of Boston, a blind boy who entered Dartmouth College last fall not only without conditions but with honor marks; or of Miss Elizabeth G. Mills of Buffalo, a pupil of the New York State School for the Blind at Batavia, who by means of the shorthand machine has become a stenographer, passing the Regents' examination in both the 50 and 100-per-minute tests, and apparently opening up a new field of occupation for her class; or of George Mills, a graduate of the Perkins Institute, who is now a successful telegrapher, and has constructed a new induction coil. The stories of Laura Bridgman, Helen Keller, Tommy Stringer (now a pupil at the Perkins Institute), and other blind mutes have been so often told that everyone is familiar with them. This trebly unfortunate class, it is now well known, can be lifted by patient toil, out of physical and mental, and often spiritual darkness, into light. Indeed, Miss Keller was even lifted into Radcliffe College. And as a result of her college training in English composition she has given us the most vivid and cheerful picture in literature of what constitutes the world for her and those like her.

Cheerfulness, indeed, seems to be one of the fine results of blind education. There is a blind man's club in New York City now which numbers forty or fifty members, all of them engaged in self-supporting industry, chiefly the manufacture of parts of furniture. They meet every other Monday, to play cards, chess and checkers, tell stories, listen to music, and hear the news in their world. It is one of the most cheerful gatherings imaginable. One of their delights is to tell stories on themselves. The other day a member recalled the remark of a Boston woman who viewed with indignation a party of students from the Perkins Institution walking down the street of an evening. "The idea," she cried, of allowing them out alone in the street after dark." Another member, with a little touch of philosophy, told his fellows that he had been blind only seven months, but was already earning his own living again, and finding content. "You see," he said (they all use the verb "to see"), "it's hard for a blind man to be a bad man. All that's left for him is to be useful."

It is a long step from Milton's words:

"They also serve who only stand and wait,"

to this year of grace when they do not stand and wait, but get out and run. It is a step made possible, of course, by Dr. Howe and the other pioneers of

blind education. But the fact of blindness will never lose its pathos, at least not for those who can see. And the statistics of the causes of blindness will not cease to be a reproach until certain of them are vitally altered by the passage of laws and the education of ignorant parents and nurses. In the last annual report of Joseph H. Freeman, Superintendent of the Illinois Institution for the Education of the Blind, it is pointed out that one-third of the children in the schools for the blind could have been saved from their darkness if medical aid had been given them in time. The cause of their blindness was ophthalmia neonatorum—blindness of the new-born child. Mr. Freeman thinks it is not too much to say that in “nearly all of these cases the eyesight might have been saved by proper treatment at the commencement of the disease.” So there are nearly 2,000 children in this country—and no one knows how many adults—doomed to perpetual darkness owing to a few hours’ delay in summoning a physician.

Illinois has a law which should have a place in the statutes of every state in the Union. It provides that every nurse or midwife who discovers that a child has red and inflamed eyes within the first two weeks of its life shall report the fact to a health officer, or a qualified physician, within six hours. The penalty of disobedience of the law is a fine of not more than \$100.00 or imprisonment for not more than six months, or both.

As in the case of tuberculosis and other diseases, then, the ounce of preventive is vastly important and the education of the sound is almost as vital as the care of the stricken. The world has been a long time learning to shut the stable door; each generation, in fact, especially when ignorant immigrants form so large a part of it, has to be taught anew. The battle must be kept up. But in the fight against blindness, and the evils of blindness, the standard is advancing year by year. Or, better, with the Kentucky eleven in mind, let us say that first down has been called with every rush.

BLIND EDITOR’S DEATH.

A despatch from Orangeville, Ontario, dated Sept. 10th, 1907, said: “Dennis Joseph Mungovan, editor and proprietor of the *Dufferin Post*, died here last evening at the family residence from a complication of diseases, aged about fifty. The deceased originally studied law, and came here with Mr. J. P. McMillar, first County Crown Attorney, about 1881, when the county was formed, but afterwards abandoned law for journalism. Mr. Mungovan was a fearless and vigorous writer, and was particularly effective in exposing what he considered frauds or chicanery of any kind. Several years ago deceased was afflicted with total blindness, and never recovered his sight. Notwithstanding this misfortune he kept well versed in the topics of the day, and it was a fact that he could instantly recognize almost every person he ever met on hearing the voice, and call such person by name, such was his extraordinary memory. Mr. Mungovan was twice married. Miss Foley, his first wife, a sister of Mr. John Foley, editor of the *Sun*, died some years ago. His second wife, formerly Miss Quinlevan, and several children survive. The remains will likely be interred at Stratford. The late Father Mungovan of St. Michael’s College was a brother of deceased.”

ROBERT PARK’S GRADUATION IN MASSAGE.

Since the compilation of the last annual report, the *Toronto Globe* published the following:—

“The annual meeting of the Orthopedic Hospital, held last night, was made exceptionally interesting by the fact that amongst those to whom were presented graduating diplomas and pins was a young man, Mr. Robert Park.

who has been blind for several years, and who was graduated in massage. He is said by medical men present to be the first blind person in Canada to graduate in such a branch of medical science. Mr. Park attended the Institution for the Blind at Brantford for some time, having lost his eyesight in early youth. He made rapid progress while there, and a year ago was taken into the hospital here to study massage. Through his own diligence and the care of Miss Plunkett-Campbell, teacher in that branch, he succeeded beyond expectation, and was last night given his diploma before a large gathering of persons. Dr. Mackenzie, senior surgeon of the hospital, spoke particularly of the success of the young man, and said that because of his blindness he was perhaps more perfected in his profession than people whose sense of feeling was not made the more acute by the loss of sight. The fact that he had graduated was worthy of comment in Canada. He will remain in Toronto. Rev. Dr. John Potts presided at the meeting."

THE EYES.

(By Anna M. Galbraith, M.D., in *March Delineator*.)

Of all the misfortunes that could befall a human being, the loss of sight is probably the greatest; and yet no organ of the body is so constantly abused as the eyes.

The eyeball is contained and protected in a conical cavity formed by the bones of the face and skull. It is further protected by the eyelids, the eyebrows and the eyelashes.

The opening between the lids is called the commissure; and on the width and breadth of this depends the size of the eye.

The lachrymal gland secretes the tears. It is situated at the upper and outer angle of the orbit. The tears are directed through a bony canal, called the nasal duct, into the nose.

The conjunctiva is a thin, transparent mucous membrane that lines the front of the eyeball and is reflected to the inner surface of the eyelids. It is continuous with the mucous membrane of the nose and mouth. Hence in inflammation of the nasal mucous membrane, as in an ordinary cold in the head, or influenza, the conjunctiva is liable to become congested.

The eyeball is spherical in form; the anterior transparent part is called the cornea. The iris is a circular contracting membrane, suspended from the edges of the cornea, in front of the eye like a curtain. The iris gives color to the eye, and when we say that an eye is blue or brown, we mean that is the color of the iris. The iris is freely movable, and according as to whether it dilates or contracts there is an alteration in the size of its central aperture called the pupil.

The chief function of the iris is to regulate the quantity of light admitted to the interior of the eye. In a very strong light the pupil quickly contracts, shutting out the excessive light, while in a subdued light, the pupil dilates, allowing more to enter.

The eye is a camera, consisting of a series of lenses and media arranged in a dark chamber, the iris serving as a curtain. The object of the apparatus is to form on the retina a distinct image of external objects.

In the normal or passive condition of the eye when it is adjusted for far objects, the anterior surface of the lens is somewhat flattened. Accommodation for near objects consists of a contraction of the circular ciliary muscle, and an increase in the convexity of the anterior surface of the crystalline lens.

The light enters the eyeball through the pupil, falls upon the retina, which has often been compared to the sensitive plate of a camera, is received, and transmitted by the optic nerve to the visual centres of the brain. The eyeball does not see, it is only a sensitive end organ which receives and transmits the impressions to the higher centre of sight. The act of vision is performed by the brain. The focusing power of the eye is the property of bending nearly parallel rays of light from distant and divergent rays or from close range so that they meet exactly on the sensitive retina; this is called refraction. In the normal eye these rays are focused exactly on the retina; the near limit of accommodation is about four to five inches, and the far limit may be put at an infinite distance.

Myopia, or near-sightedness, is one of the most common refractive defects of the eye. In this condition by means of the greater length of the eyeball or increased refractive changes of the media, rays of light from a distance are focused in front of the retina, producing an indistinct image.

The near point is brought much nearer, from two to two and a half inches, and the far limit is at a very short distance.

In reading, the myope is obliged to hold his book very close to the eyes in order to see. In doing so he strains his muscles of convergence, producing ocular congestion and compression of the eyeball.

The predisposing causes of myopia are heredity,—it is said that half the myopics are descended from near-sighted parents,—astigmatism if uncorrected, and the effort to see small objects or figures distinctly, which entails a strain on the eyes.

Myopic eyes are not injured by wearing suitable glasses; but, on the contrary, are often preserved from injurious pressure on the globe in the indulgence of the habit to nearly close the lids in order to see better, as is commonly done when glasses are not worn.

In hyperopia or far-sightedness this condition of the eyeball is too short, and the rays of light from a distance are focused behind the retina. Instead of being distinct, the image is blurred.

Presbyopia is a loss of the power of accommodation, by which reading, writing, sewing and other near work is accomplished. This power of accommodation is greatest in early life and gradually diminishes until about the age of forty years, when reading at the ordinary distance becomes uncomfortable. At about seventy-five years of age the power of accommodation is, in most cases, practically lost.

Every person over forty-five with normal or far-sighted eyes should wear glasses to perform near work.

Astigmatism does not depend on the length of the eyeball, but on the curvature of the cornea, and very rarely on that of the lens.

In simple astigmatism, in looking at the astigmatic chart (like the face of a clock with twenty-four radii) with each eye separately, certain lines in the defective meridian seem very much blurred, while those at exact right angles appear clear and black. This furnishes a test for astigmatism, since to the normal eye the lines appear of equal distinctness and clearness. Astigmatism is very common.

Comparatively few eyes are perfect. Far-sighted or astigmatic eyes can secure perfect vision by means of accommodation. By constant strain on the ciliary muscle, the crystalline lens is so increased in curvature as to exactly counterbalance the optical defect of those eyes.

Healthy eyes should do their work without the consciousness of their owner, and this is a safe test as to the kind and amount of work demanded of them.

A sense of fatigue in the eyes after reading for a short time is a local symptom of eye-strain, and this may be followed by a constant sense of discomfort in the eyes, which is increased on using them with a very severe pain in the back of the head, a sensitiveness to light, and an inflammation of the eyelids and of the conjunctiva. After reading a little while the type may blur, there may be a difficulty in following the lines, and finally the lines may run together.

Headache increased on reading or sewing is one of the most common reflex symptoms of eye-strain.

It is a well-known fact that no muscle in the body can endure continuous contraction except for a very short time. Yet all near work requires the contraction of the ciliary muscle, say for from eight to twelve hours daily. The result is eye-strain.

Persons whose work necessitates much ocular labor should vary their duties with intervals of rest. In continued reading or sewing, it is well to desist at short intervals and fix the gaze on some distant object and close the lids repeatedly.

The habit of wearing veils is responsible for some deterioration of vision, particularly if they are very thick or dotted. The best veil for the eyes is one with a single large mesh, either without dots, or the dots so far apart that none shall come over the eye.

Artificial Lighting.—The main sources of artificial lighting are kerosene, gas and electricity. The points to be considered are the quantity and quality of the light, its steadiness, the vitiation of the atmosphere by the products of combustion, and the expense. Also the proper arrangement of the light.

The kerosene lamp is the most extensively used. The principal objections are the heat, the trouble of filling and keeping clean, the danger of explosion or fire if upset, the odor and the great vitiation of the atmosphere; yet the modern lamp gives a brilliant light, and if properly shaded by a slightly bluish chimney, so as to absorb the excess of yellow rays, it is very satisfactory.

Illuminating gas as furnished in cities has a great excess of yellow rays which are very injurious. The vitiation of the atmosphere is very considerable. The Bunsen burner, heating a patented composition burner to incandescence, gives a white light resembling daylight. It is not so hot, does not consume so much gas, and so there is less vitiation of the atmosphere. It is intensely brilliant and must be shaded by ground glass or a proper shade.

Electricity gives the very best light. For individual use, sixteen candle-power is sufficient.

The shade should not be transparent and should have an inner reflecting surface. Transparent lamp shades, especially when patterned, are always bad, whatever their color, because the light is irritating to the eyes, and there is a different degree of illumination thrown upon the work.

The reader should be in an upright sitting position, with the back to the light, the light falling over the left shoulder, and the book nearly on a level with the eyes. The book should be held at a distance of about fourteen inches from the eyes. The light should be on a level with the head, or slightly above. In desk work a shade should always be worn to protect the eyes.

Reading in a recumbent position is a pernicious habit, and is particularly bad when convalescing from illness or when tired.

Reading in carriages or cars is injurious to all eyes, but particularly so to myopic eyes, because of the constant jolting, the distance between the type and the eyes is constantly varying, necessitating the frequent and

abrupt adjustment of accommodation. Besides this, the illumination is apt to be poor. Reading at twilight is also very bad for the eyes.

Sewing and embroidery require the most trying ocular labor and the best conditions for illumination. Working on black goods by artificial light should be positively forbidden.

In very hot weather the eyes should be always protected that the rays of the sun do not shine directly into them. This may be done by the brim of the hat or by the use of a parasol. At the seashore, on ocean voyages, or in intensely hot weather the eyes should be protected from the glare of the sun by the use of slightly tinted smoked glasses.

The most common injuries to the eyes are the entrance of small particles of dust, cinders, steel filings, etc., into the conjunctival sac, or into the substance of the cornea. Frequently with the aid of a little winking, the tears wash away these foreign substances, but if the substance lodges in the lining membrane of the upper or lower lid, or be imbedded in the cornea, it may be necessary to resort to other means in order to remove them.

The lining membrane of the lower lid is brought into view by simple tension of the lower lid downward by one finger. If the offending particle is not seen, the upper lid should be everted. This may be easily effected by the fingers alone. The patient is told to look down, the lashes and edge of the upper lid are seized by the thumb and forefinger of the right hand, and the lid is drawn at first forward and then downward away from the eye; then upward over the point of the thumb or forefinger of the left hand, which is held stationary on the lid and acts as a fulcum. The foreign body should be removed with a handkerchief, but if it is imbedded, it may be necessary for a competent physician to release it.

Conjunctivitis.—The eyes are generally bloodshot and the lining membrane of the lids intensely red. There is a sensation of irritation, an intolerance of light, and a constant sense of discomfort, as though particles of sand were in the eyes. The eyes are heavy and tired after having been used for a short time.

The best treatment of acute conjunctivitis, which is often caused by the penetration of dust or other foreign bodies into the conjunctival sac, is generally applications of cold water. A folded handkerchief is wrung out of ice-water, and laid on the closed lids. It must be changed every few moments so that it shall not become warm. When the acute symptoms have begun to abate the patient will no longer find these applications grateful, and they must then be discontinued.

For chronic conjunctivitis hot applications are the best. For these one teaspoonful of fine table salt may be dissolved in a pint of hot water, or two teaspoonfuls of boracic acid to the pint of water; the last-named is a mild antiseptic. One tablespoonful of boracic acid may be put into a quart bottle nearly filled with water, and shaken well from time to time until there is a perfect solution.

The application should be made with a rather thick piece of absorbent cotton; bathe one eye and then the other. The absorbent cotton should be picked up with all the water it will hold, and be placed over the closed eye just as hot as can be comfortably borne, and held there until it begins to cool, when the procedure should be repeated. These hot fomentations should be kept up for ten minutes, and be repeated four times a day. If the eyes are very seriously inflamed, it is well to use separate pieces of cotton for each eye.

Trachoma, of which so much is heard now, is another name for granular conjunctivitis or granular lids. This affection is very contagious. The

affection comes on slowly, is frequently unaccompanied by redness or secretion to any appreciable degree in its early stages. Prescnee of secretion or interference with vision should always attract attention.

Strict precautions must be taken that the patient's handkerchief, towel, and wash-basin are not used by any other members of the family. Further, the other members of the family should bathe their eyes several times a day with a solution of boracic acid.

Styes are very painful species of small boils that form generally on the edges of the eyelids. They are apt to appear in succession. Certain persons are liable to them if the system is run down. Like boils in other parts of the system, they give evidence of impaired nutrition.

The hot fomentations of a boracic acid solution will sometimes abort them, if used early. If pus has formed, the styte must be well opened by an incision parallel to the edge of the lid. This should not be attempted by anyone but a physician.

Color-Blindness.—As a rule four per cent. of males and about one-half per cent. of females are color-blind. The part of the color sense that is most often deficient is that for green and red.

Cataract.—This is a disease in which the crystalline lens or its capsule, or both, lose their transparency and become opaque. Eventually total blindness is the result. Senile cataracts appear after the forty-eighth year.

LIBRARIES.

The total enrolment of subscribers to the free circulating library is 180; the number of readers during the year ended September 30th was 57; new readers enrolled during the year 13; number of books issued during the year 288; total number of books issued since the library was established 1817.

Besides a few ink-type books for the teachers' library and for the evening readings, and the usual supply of school books, the following books in New York point print have been ordered from the American Printing House for the Blind, Louisville, Kentucky:

Collar & Daniell's Beginner's Latin Book, 2 vols.

Caesar's Commentaries (Latin).

Allen's Latin Dictionary, 3 vols.

Latin Literature, 2 vols.

Werner's Geography, 2 vols.

Steele's Popular Zoology.

Macaulay's Essay on Clive.

“ “ Warren Hastings.

“ “ Pilgrim's Progress.

“ “ Frederick the Great.

Motley's Peter the Great.

Macaulay's Samuel Johnson.

Autobiography of Benjamin Franklin.

Thackeray's Four Georges.

“ English Humorists, 2 vols.

Boone and other Pioneers.

The Taming of the Shrew, Rolfe's Notes.

Macbeth, Rolfe's Notes.

King Lear, Rolfe's Notes.

Bryant's Thanatopsis.

Scott's Lady of the Lake.
 Goldsmith's She Stoops to Conquer.
 Select Poems.
 Scott's Marmion.
 Tennyson's In Memoriam.
 Eggleston's Stories of American Life and Adventure.
 Bayard Taylor's Boys of Other Countries.
 Fancies of Child Life.
 Roman Catholic Catechism.
 Book of Common Prayer, 2 vols.
 Helen Keller's Optimism.
 Plato's A Day in Athens with Socrates.
 Wait's System of Point Musical Notation.
 J. C. Fillmore's History of Pianoforte Music.
 Simpson's Notes on Tuning.

THE STAFF.

Minister of Education (in charge):

Hon. R. A. Pyne, M.D., LL.D.

Deputy Minister.

A. H. U. Colquhoun, B.A., LL.D.

Officers of the Institution:

H. F. Gardiner, M.A.	Principal.
W. B. Wickens	Assistant Principal.
W. N. Hossie	Bursar and Storekeeper.
J. A. Marquis, M.D.	Physician.
B. C. Bell, M.D.	Oculist.
Miss A. M. Rice	Matron.

Teachers:

W. B. Wickens	Literary.
P. J. Roney	Literary.
Miss C. Gillin	Literary.
Miss M. E. Walsh	Literary.
W. Norman Andrews	Music.
Miss E. Moore	Music.
Miss E. Harrington	Music.
Miss E. Lee	Kindergarten and Domestic Science.
Miss L. H. Haycock	Knitting and Crochet.
Miss M. Baird	Sewing and Netting.
Miss K. Burke	Assistant Knitting and Sewing.
T. S. Usher	Piano Tuning.
W. B. Donkin	Trades Instructor.
D. Green	Supervisor of Boys.
Miss M. J. Cronk	Visitors' Attendant.
Mrs. J. Kirk	Boys' Nurse.
Miss M. Stewart	Girls' Nurse.
J. B. Wilson	Engineer.
G. G. Lambden	Carpenter.
G. Grierson	Baker.
D. Willits	Farmer and Gardener.

FARM, GROUNDS AND BUILDINGS.

The products of the farm are not so abundant this year as usual, on account of the late, cold and wet spring, followed by a long spell of very dry weather. The crop of late potatoes is below the average; usually there is a surplus for sale after the demands of the Institution have been supplied. The oats were of good quality, but light in quantity, as was the case on all the farms in this neighborhood. Corn was a fair crop; the silo is full. Hay is above the average in quantity and quality. Turnips, mangolds, beets, parsnips and onions plentiful; garden vegetables, except tomatoes, a fair crop; citrons and squash abundant. Apples few and of poor quality.

Sixty-six spruce trees that were planted in the spring are doing well; some of the young elms have died; also some birch trees.

Considerable fencing was done about the farm and locked gates provided to deter trespassers (principally foreigners) who seemed to consider the products of the garden and orchard their own. The farm hands drew a quantity of earth for grading about the walks and kept the roadways in good condition.

A satisfactory addition was made to the cement walks, both on the grounds and on the adjoining street, the latter being laid by the city, but paid for by the Institution. The carpenter and one of the farm hands also relaid a portion of the plank walks. The width of the cement walk on Ava Road is five feet; the cement walks within the grounds are four and six feet wide. The steps leading to the west door of the main building were refaced in cement.

The old plank walk from main building to shop was relaid on new bearings; also the walk in front of the shop, the walk from kitchen to clothes lines, and a portion of the girls' walk.

The tower was repaired from base of vane to the organ flat, the vane base strengthened, vane painted, frames painted, decayed sills made good with new material, decayed sash repaired or replaced, defective brickwork around frames pointed and made good with cement mortar, tin work on tower renewed and new conductor piping provided, old sheeting at windows behind organ replaced, sash and frame work repaired and painted. The stairway in tower above the organ was closed in to prevent draft, and the interior of tower painted and kalsomined.

The outside woodwork of the eastern half of the main building, including the tower, was repainted; also the outside of the lodge (Engineer's residence) and the Bursar's verandah.

Turned posts were provided for the renewal of the gas-pipe fence next to St. Paul's Avenue and Ava Road. Pipe drains were laid to carry off surface water. New poles and wiring for the electric transformers were erected by the Company.

The old brick steam box at the end of the shop was replaced by one of cement, and a cement floor was put in place of the leaky lead floor under the washing machines in the laundry.

The floor of the workshop was repaired, the radiators raised, and a room on the second floor fitted up for hammock work. New cupboard and show-case provided for shop.

Plaster in main building repaired where necessary, and windows glazed. Woodwork in corridors painted or varnished, walls kalsomined. Bell hall, lavatories and several dormitories kalsomined.

Hardwood floor laid in laundry drying room, and in portion of the Music Hall. Partition removed and shelving provided in circulating library room, and metal ceiling provided. Floors of class-rooms and corridors oiled.

ADDITIONAL BUILDINGS.

Besides the improvement of the heating and ventilating system, referred to in preceding pages, additional buildings are required for the following purposes, which cannot be accomplished by any rearrangement of the present facilities: The officers, pupils and housemaids, who now sleep in rooms on the third floor, adjacent to the Music Hall, should be provided with quarters on the second floor, and the rooms they now occupy released for piano practice, etc. At the same time, sitting rooms should be provided for the girls, so that class rooms and dormitories need only be used for the purposes for which they were intended. Bureaus should be provided, and no trunks allowed in dormitories. Enough small bedrooms are needed to give one to each teacher or officer; now two teachers occupy one room. The girls should have a play room, similar in size to the boys' gymnasium and in corresponding location. Over it ample provision could be made for sleeping quarters for the cooks, laundresses and housemaids. Enlarged and suitable accommodation should be made for the classes in Domestic Science, and the Knitting and Sewing rooms should be in the same portion of the building. Proper Hospital accommodation should be provided on both sides of the house.

In the Report for 1879 is a description of the Institution Buildings, furnished by the Architect of the Public Works Department, containing this paragraph: "The wing erected in 1877 is 60 feet by 64 feet, and three stories in height, connected by passages, 14 feet by 10 feet and two stories in height, the style corresponding with the original building, and to complete the front it will be necessary to construct a similar wing on the girls' side."

To produce the proper architectural effect, this recommendation, made thirty years ago and frequently repeated, should be carried out, and it would cover all the requirements above enumerated except the gymnasium and help's dormitory, which would require a separate plain and inexpensive building in the rear of the new wing.

On the boys' side there will be a lack of shop accommodation, if the schemes contemplated for manual training and trades instruction are carried out. A plain new building of two or three stories could be made to accommodate the Institution carpenter and a class in sloyd on the ground floor, the piano tuning class on the second floor, and the third floor, if added, would make a good place for the storage of shop materials and completed work. The piano tuners now occupy the portion of the west wing of the main building designed for a hospital. With the carpenter and his belongings moved out of the present shop building, there would be ample room there for the trade instruction and for a printing office.

The brick work of the present buildings will require a considerable expenditure for repair and repointing.

VISITORS.

During the session we had an average of about twenty-five visitors per day, principally non-residents of Brantford, but some of them accompanied by residents. When the Presbyterian Women's Missionary Convention was held in Brantford, during the second week of May, we had 150 visitors in

three days, and I have to express my gratification with the intelligent interest in the work of the school shown by the ladies of that body. A few visitors continue to come in vacation time, or on Saturdays and Sundays; some ask to be shown through the building at five or six o'clock in the evening, after all the classes have been dismissed for the day. But the percentage of visitors who appreciate the fact that the proper time to inspect a school is during school hours is happily increasing. They will be made welcome from 9 to 4 o'clock on Mondays, Tuesdays, Wednesdays, Thursdays and Fridays, but not on Saturdays or Sundays. While the parents and other relatives of pupils are at liberty to come at any time, it is proper to remind them that they cannot be lodged in the Institution.

H. F. GARDINER,

Principal.

Brantford, October, 1907.

PHYSICIAN'S REPORT.

Hon. R. A. PYNE, M.D., *Minister of Education for Ontario*:

SIR,—I beg to forward my Annual Report as Physician to the Ontario Institution for the Blind.

The pupils returned in September, 1906, in good physical condition, with very few exceptions.

During the session there were not many serious cases, although we had a full share of cases of influenza, bad colds, etc. In the latter part of January measles broke out in rather a severe form. There were twenty-five cases in all. The usual difficulty was experienced on the girls' side, in having insufficient and inadequate accommodation for such outbreaks.

One female pupil was sent home during the term after partially recovering from an attack of hemiplegia. Another pupil subject to epilepsy went home after our efforts failed to show progress.

The officers and employes as a whole enjoyed good health during the year.

During my leave of absence in the Old Country, for which privilege I again beg to thank you, my duties were taken by Dr. H. R. Frank of this city. He reports to me that the general health was good.

In closing my report I beg to again call your attention to the difficulties in properly ventilating sick rooms with the present system of heating and also to the insufficient accommodation on the girls' side of the house.

I have the honor to be,

Sir,

your obedient servant,

JOHN A. MARQUIS.

Brantford, September 16th, 1907.

OCULIST'S REPORT.

To Hon. R. A. PYNE, M.D., LL.D., *Minister of Education*:

SIR,—I have the honor to report the results of the annual examination of the pupils' eyes.

	Males.	Females.	Total.
New pupils examined	15	12	27
Old pupils examined	20	27	47
			<hr/> 74

There were two new male pupils and four females absent at the time of examination.

Of the pupils I had examined on previous occasions there was the usual proportion showing some improvement in sight, as is found from year to year, resulting from their improved health and physical condition, brought about by the wholesome regularity of their Institution life and training.

A feature worth comment in the new pupils is the younger age of entrance, the average this year being:—

Males	13.5 years.
Females	10.7 years.

With the exception of one male and one female whom I reported ineligible, the sight of all of these is pretty bad, there being, in fact, a high proportion of absolutely blind eyes among them.

The pupils as a whole were remarkably free from acute inflammations of the eyes or ears, or exacerbations of their old eye troubles, my services being required on only a few occasions throughout the year.

Respectfully submitted,

B. C. BELL.

Brantford, July 1st, 1907.

LITERARY EXAMINER'S REPORT.

Hon. R. A. PYNE, M.D.,

Minister of Education:

SIR,—In submitting the report of the examination of the literary classes in the Ontario Institution for the Education of the Blind, held from the eleventh of June to the fourteenth, inclusive, I may say that good work is being done and much success has rewarded the labors of the teachers and of the pupils.

The general appearance of the pupils is good, but the difference of home surroundings and of early training is clearly seen in the dress and deportment. The Government can scarcely be expected to keep the children in clothing, but some of the pupils are not sufficiently supplied. The girls are more careful of their appearance than the boys.

A useful addition has been made to the equipment of the Institution in a 50-yard race track, with heavy wire stretched on posts and furnished with looped wire guides with wooden handles, by holding which the pupils may run with perfect confidence. One of these 50-yard tracks is for the girls, and a similar one for the boys, and for the latter a 100-yard track also has been furnished.

In the school curriculum, the subject of physiology has been added to the course of study, and the three classes that pursue this subject seemed to be interested and passed a good examination, especially considering that it is a new subject.

The class in kindergarten reading is too large for effective work, considering the individual attention the pupils require.

In spelling, I would suggest that Miss Walsh's class and Miss Haycock's class be blended; the former, consisting of seven or eight, could be enlarged, or, if the two classes are united, the best of each could be taken to form a senior class and the rest would make a junior form. By this arrangement the best pupils at present in Miss Haycock's room would have a better opportunity for advancement.

In the reading classes, the books from constant handling become very soiled and somewhat torn, and many of the points blunted. If books made with aluminum instead of paper could be procured, they would be far more durable and could be kept clean by occasional washing, thus avoiding the unpleasant results of frequent thumbing of the pages.

The report of the examination of the various classes will be found in detail in the following:

Mr. Wickens' Classes.

Latin.—This class consists of eight girls and four boys, divided into seniors and juniors. The work to the end of the first conjugation has been well done. When we take into consideration the fact that the work must be dictated word by word for the pupils to write in point print, as no books adapted for the use of the blind are furnished, we must be satisfied with limited advancement. The marks assigned were from 70 per cent. to 100, with an average of 82.

Arithmetic.—In this class of 8 girls and 12 boys there was, as might be expected, a great variety of ability shown. The questions were mostly problems involving fractions and the answers on the whole were very creditable, one boy obtaining full marks; those of the class ranging from 15 per cent. to 100, averaging 62 per cent.

Geography.—The work taken up was the Continent of Europe, with a class of 10 girls and 8 boys, several of whom answered with great accuracy, while others were very poor, the marks assigned varying from nothing to 100, with an average of 69.

Physiology.—Work: framework of the human body, digestion, circulation, respiration. The class of 12 girls and 9 boys answered well, four obtaining full marks, while one got 0 and five reached 25 per cent., the average of all being 63 per cent.

Reading.—The senior class is composed of 5 girls and 2 boys, who read "Enoch Arden" in point print; the juniors, 2 girls and 1 boy, read from the Second Point Print Readers. The marks assigned were from 50 to 90 per cent., with an average of 70.

Scripture History and Geography.—In this subject we have a class of 28 boys studying "Two Years of Christ's Ministry." The answers were good, the marks from 0 to 100 per cent., with an average of 84, showing that the ground was well covered.

Spelling.—There are 33 pupils, all boys, in this subject, in three divisions. The seniors, 12 in number, have Gage's Speller, first six parts; the second division, 10 in number, with the first five parts of the same book, and 11 juniors. The marks of the seniors were from 25 to 100 per cent., with an average of 82; the middle division from 25 to 100, average 83; and the juniors 25 to 100, average 77, making the average for the whole class 81 per cent. This is a satisfactory rating in an important subject.

Mr. Roney's Classes.

Arithmetic.—In this junior class we find 5 girls and 16 boys doing good work in addition, subtraction, multiplication up to 12 times 20 and problems. Most of the class are promising students. The marks, from 15 per cent. to 100, with an average of 74 per cent., show fairly well, the relative standing of the boys being far superior to the girls.

English Grammar.—Limits: the parts of speech, phrases, parsing and analysis of simple sentences. This junior class comprises 4 girls and 16 boys. The marks assigned were from 50 per cent. to 100, with an average of 81, five boys obtaining full marks.

Geography.—A class of 7 girls and 12 boys had for their work the map of the Dominion of Canada and book work as outlined in the Public School Geography of the Dominion; and for juniors the answers were very creditable, earning marks from 50 per cent. to 100, averaging 81 per cent.

Physiology.—Digestion, respiration, circulation of the blood. The pupils in this class are the same as in Geography, and they obtained marks varying from 0 to 100 per cent., averaging 74 per cent.

Reading.—Primer and Books I. and II. The class consists of 5 girls and 16 boys just above the kindergarten. The pupils showed great variety of proficiency and already some are good readers, the marks ranging from 40 per cent. to 85, with an average of 60.

Writing.—This is the senior class, consisting of 7 girls and 18 boys, 23 of whom submitted samples of pencil writing of sentences assigned by the examiner. The work of some was excellent, as the high marks indicate. The pupils obtained from 30 per cent. to 95, with an average of 74.

Miss Walsh's Classes.

Arithmetic.—This senior class of 9 girls and 7 boys with three or four exceptions displayed considerable ability in solving the problems given in fractions, interest, sharing, measurement of rooms for carpeting, and similar questions. The marks assigned were from 0 to 100 per cent., with an average of 67, no less than five pupils obtaining full marks.

Grammar.—The work in this class embraces definitions, inflections of nouns and of verbs, analysis of simple sentences. The answers to the questions were good, several pupils taking full marks. The percentage ranged from 34 to 100, averaging 86.

Geography.—This is a large class of juniors, 26 being present, 13 girls and 13 boys. The work studied was the map of Ontario, with counties and cities and railways, etc., Provinces of Dominion with capitals, products of Ontario. The dissected map proves an excellent means of imparting instruction both in general and particular. The marks were from 0 to 100 per cent., with an average of 78.

Reading.—Second, Third and Fourth Readers, making three divisions in the class of 8 girls and 7 boys. The marks varied from 30 to 100 per cent., an average of 71 per cent.

Writing.—In this junior class most of the pupils write small letters, but some try capitals. They write words also and some have become quite proficient, as the marks, from 25 to 90 per cent., indicate, with an average of 53. There are 9 girls and 5 boys in this class.

Bible History.—St. John's Gospel, chapters vii. to xiii., with a review of previous chapters. This class is composed of 16 Roman Catholic children, 8 girls and 8 boys. The marks ranged from 10 to 100 per cent., averaging 78.

Spelling.—This is a small class of Roman Catholic children, 5 girls and 2 boys being present. The work is found in the first forty-two pages of the Practical Speller. The marks were from 40 to 100 per cent., with an average of 90.

Object Lessons.—In this class of 12 girls and 19 boys a very pleasant and interesting half-hour was spent, as the pupils described different animals presented to them, such as the turtle, monkey, kangaroo, crow, black-bird, rat, woodchuck, toad, and others. The class seems interested in the work, and while instruction is imparted in Natural History, yet the pupil is at the same time extending his knowledge in spelling and in the use of a wide range of words.

Miss Gillin's Classes.

Arithmetic.—Multiplication table to 20 times 20, simple rules with problems in weights and measures. There were 7 girls and 5 boys and the class bore evidence of good work, the marks being from 36 to 86 per cent., with an average of 74.

Grammar.—History of the English language, analysis and parsing. This senior class of 7 girls and 6 boys passed a very creditable examination, ranging in marks from 50 to 100 per cent., an average of 81.

Geography.—This is a small intermediate class of 5 girls and 5 boys, who have studied for this year the United States and South America, and have covered the work very well. The marks given were from 59 per cent. to 100, averaging 85.

Physiology.—This class of 5 girls and 6 boys have studied the first five chapters of the Public School Physiology. With the exception of three, the pupils took very high marks, the rating being from 25 per cent. to 100, averaging 84.

Writing.—The work consists of letters and simple sentences. The marks ranged from 10 to 100, with an average of 46 per cent. in a class of 6 girls and 13 boys, one of the latter obtaining full marks.

English History.—This class of 15 girls and 12 boys shows good training in the year's work, "History of Our Own Times," chapters xxxii. to liii., and a sketch of the great Boer War, the marks being from 0 to 100 per cent., with an average of 79, the average being considerably lowered by the poor marks of two or three of the pupils.

Canadian History.—Sketch of French rule; sketch of English rule. This class is composed of the same pupils as the class in English History. The marks assigned were from 32 per cent. to 100, with an average of 84.

Bible Geography and History.—Life of Christ. The class consists of 15 girls, no boys. With one exception the marks were very high, ranging from 17 per cent. to 100, with an average of 89.

Spelling.—Gage's Practical Speller, pages 11 to 65. In a class of 16 girls, 7 obtained full marks, the range being from 17 to 100 per cent., an average of 75.

English Literature.—Victorian Era, Primer by S. Brooke; Shakespeare's Henry VIII. This is one of the best classes in the Institution and would do credit to any school. There are 11 girls and 7 boys. The examination in the play, Henry VIII., was very interesting, and the answers showed careful training and diligent study. The marks were from 38 per cent. to 100, with an average of 86.

Composition.—There were 18 pupils whose work was examined in point of subject matter and handwriting. These compositions were written at

different times during the year. The samples submitted showed that the pupils were persevering and diligent. In some cases the writing was poor and the subject matter good; in others the writing was good as well as the composition itself. Of the typewritten samples submitted, only two were poor, some being excellent.

Miss Lee's Classes.

Arithmetic.—Addition, subtraction, multiplication table to 5 times, simple examples. This beginners' class of 10 girls and 8 boys answers the questions very well. Some of the pupils have been two years or more in the class, and they, in most cases, are superior to the others. The marks were from 17 per cent. to 100, with an average of 88.

Reading.—Alphabet cards (embossed), Phonetic Primer. A class of 11 girls and 9 boys of varying ages and attainments. Some have made marked advancement since my last report, one little lad in particular with a partially paralyzed arm, who is physically much stronger and whose work is progressing in consequence; but, on the other hand, one boy is afflicted with some nervous trouble and has retrograded. The marks assigned varied from 10 per cent. to 100, with an average of 79.

Bible Geography and History.—The work taken up is Story of David, names of books in the Bible classified, Ten Commandments, Beatitudes, Apostles' Creed, Lord's Prayer, Psalms I., XIX., XXIII., XCI., CXVII. This class of young children, 8 girls and 7 boys, passed a good examination, considering the tender ages of the little ones. They obtained marks 75 per cent. to 100, with an average of 93.

Spelling.—Limits: Steps in phonic system, words of two and three letters, classified words of familiar objects, animals, numbers, months and days. The work, though very limited, has been mastered and the class of ten girls and nine boys obtained perfect marks in the examination.

Kindergarten.—Nineteen pupils, 10 girls and 9 boys, looked like a large family at play, but really combining with their play most useful work. Some were engaged in making one article, others gave their attention to others, but all were busy with sewing, weaving, paper-folding, bead-stringing, raffia, clay-modelling and similar things, all of a useful character. To vary the programme, some of the little ones recited short stories and the class joined heartily in singing, and it was worthy of note that most of the children had musical voices.

Miss Haycock's Classes.

Bible Geography and History.—Limits: Jo-hua, Psalm CV. The pupils showed that they were carefully trained, the marks being large—63 per cent. to 100, with an average of 95 in a class of 14 girls.

Spelling.—Gage's Practical Speller, sections 1 to 40; 56 to 60; words not over six letters. In this class of 14 girls the good scholars are kept back by the poor ones, and by this means the members of the class are kept together; otherwise some would be left far behind and probably become discouraged. Consequently the work, though very limited, has been well done, the marks ranging from 75 per cent. to 100, with an average of 90.

Knitting and Crocheting.—The work does not strictly come within the scope of a literary examiner's duties, yet it gives me pleasure to report on the excellent results gained by the girls under the direction of Miss Haycock, assisted by Miss Burke, as follows: 8 golf coats, slippers of various

kinds, 20 pairs bedroom boots, 31 pairs of mittens, 10 pairs of bootees, 12 chest protectors, baby bonnets, socks, stockings, 7 fancy toilet mats, 2 sets of table mats in fine cotton. The knowledge acquired in these classes must prove of great value in after life.

Miscellaneous.

Instruction in sewing is given by Miss Loveys, assisted by Miss Burke, and several samples of work were of a high order in both plain and fancy sewing. The process of threading the needle (by a blind person) is very simple, but like many useful inventions, seems simple only after you have been told the method. Too much importance cannot be attached to this class.

In Bead Work instruction is given to a class of 16 boys by Miss Cronk, and Miss Alice Hepburn, a pupil teacher, instructs a class of 23 girls. Many samples of the work showed great skill and taste.

Physical Culture classes are under the direction of Mr. Roney and Mr. Atkins, the former being the instructor of the girls and the latter of the boys. Owing to the inclemency of the weather and to the fact that Mr. Atkins has been installed in office only a short time, inspection of the boys was dispensed with, but Mr. Roney took a class of 16 girls in the gymnasium in marching and dumb-bell exercises. The movements were fairly well executed.

Willow Work, etc.—Under the capable direction of Mr. Lambden about 40 boys are instructed in willow-peeling and willow-cutting; 25 in cane chair-seating, and 16 in the making of horse-nets and hammocks. Many samples of cane-seating were shown which were as well done as could be possible in any factory. Over 50 hammocks and horse-nets have been made this year, of which a few fine specimens were left, the most of them having been sold. The workshop was kept in a clean and tidy manner.

All of which is respectfully submitted.

S. F. PASSMORE,

Examiner.

Brantford, July 15th, 1907.

REPORT ON MUSICAL INSTRUCTION.

HON. R. A. PYNE, M.D.,

Minister of Education:

SIR,—I beg to submit my report on the musical instruction given at the Ontario Institution for the Blind, Brantford.

The examination was held on June 3rd and 4th, 1907, and conducted under the heads of Piano, Organ, Singing (solo singing and choral class), and Theory of Music (including harmony, counterpoint, and musical history). The work of the class in piano tuning was also heard. Forty-eight pupils are studying music, of whom forty-six take the piano, ten the organ, ten one or more branches of musical theory, and two solo singing. The choral class numbers thirty-five voices, and the number of pupils at various stages in the tuning course is twenty, of whom all but two are piano students.

Mr. E. A. Humphries, who has been the musical director for several years past, resigned a few months ago. The direction of music instruction has been continued by Mr. W. Norman Andrews, of the Brantford Conservatory of Music, who took up Mr. Humphries' work and carried it on with much vigor through the rest of the year.

The piano pupils are in charge of Miss Harrington and Miss Moore, who teach the primary and intermediate grades, and Mr. Andrews, who instructs the senior students. In the first or lowest grade, there are twenty-two pupils, divided into classes A, B, and C. In class A (the beginners) there are seven pupils; three show the greatest promise, two are fair, and two are slower. In class B are eight pupils; three of them are good, four fair, and one is slow. Of the seven pupils in class C, two are good, three are fair, and two are slow. Most of the pupils in grade I. have a good touch, and their foundation work is being well laid by the two teachers above mentioned.

In grade II. there are eleven pupils; four in class A, three in class B, and four in class C. One of the pupils in class A is promising, two are fair, and the other one is slow. All of the pupils in class B are good and promise well; one of them possesses the rare gift of absolute pitch. The four pupils in class C do fair work.

In the third grade there are eight pupils. Of the two pupils in class A, one plays fairly well, the other has a hard touch. The single pupil in class B is fair. Three of the four pupils in class C do very good work, two of them being especially good; the other one is fair.

The five pupils in grade IV. (there are no students in grade V. this year) are all doing good, conscientious work. Two of them may be singled out as playing with brilliancy and refinement of style, and from whom good results should be expected next year.

Although there are no graduates this year, it is fair to suppose that there will be a class of graduates in the next year or so stronger than there has been for the last two or three years. In the piano department of the O. I. B. one must admire the thorough and conscientious teaching, especially of the junior pupils; and the music used throughout the course is all by standard composers.

The pupils in the organ class number ten, divided into grades II. and III. Of the five junior pupils in grade II., two have more than average ability, and should become good players; the other three do only fair work. Two of the five pupils in the third grade must be singled out as doing excellent work; they play really well, and gave good performances of compositions by Bach, Mendelssohn, Guilman and other writers for the organ. Of the two pupils in this grade, one is playing fairly well; the other two, probably because of neglect of good organ music, have acquired a faulty style.

The pupils in Musical Theory (who are under the charge of Miss Moore) are divided into two classes, junior and senior; and the junior pupils are subdivided into classes A and B. The two pupils in class A wrote papers on Harmony and History, and obtained respectively 92.78 and 77.17 per cent. of the marks; the three pupils in class B obtained 82.66, 90.65 and 73.74 per cent. on the same subjects. Of the five pupils in the senior class one has this year passed the second theory examination of the Toronto College of Music, obtaining first-class honors in Harmony and Counterpoint and honors in History and Practical Harmony. Two of the other pupils in this class have passed the first theory examination of the College, obtaining respectively first-class honors in Harmony (written and practical)

and History, and honors in Written Harmony, pass in Practical Harmony, and first-class honors in History. Of the remaining two, both received 90 per cent. and over in Harmony, 60 and 73 per cent. respectively in Counterpoint, and 80 and 86 per cent. in History. On the whole this is a most excellent showing and proves the thoroughness of the theoretical teaching at the O. I. B.

Two of the male pupils were examined in singing; they were heard by me last year, but gave no evidence then of having had any training. Both of these students have good natural voices, which they have been cultivating during the past year to some purpose, for I found their singing greatly improved. Some of the women students should be encouraged to take up solo singing.

The choral singing by a class of thirty-five was, as in former years, remarkable for the spirit and enthusiasm with which the singers infused their task. The choir is better balanced this year and consequently more effective. Very creditable renderings were given of part songs by Hatton, Leslie and Caldicott.

Mr. Usher, the teacher in the tuning department, has a class of twenty. The tunings examined, of pupils in all stages of the course, were found to be very satisfactory. All except two of the pupils in the tuning class are studying the piano; this is an advantage, as the ability to play, even if only a little, must enhance the value of the tuner's work.

To sum up, the musical education imparted to the pupils of the Ontario Institution for the Blind seems to maintain a steady level of excellence from year to year: the teachers are doing well by their pupils and are entitled to much credit for the work they accomplish, and the pupils are acquiring that which will not only give them, in some cases, the means of earning a living when they leave the school, but will always be a source of pleasure and delight to them.

I have the honor to be,

Sir,

Your obedient servant,

W. E. FAIRCLOUGH.

Toronto, August 29th, 1907.

ONTARIO INSTITUTION FOR THE BLIND.

STATISTICS FOR THE YEAR ENDING 30TH SEPTEMBER, 1907.

I. Attendance.

	Male.	Female.	Total.
Attendance for portion of year ending 30th September, 1872..	20	14	34
“ for year ending 30th September, 1873.....	44	24	68
“ “ “ 1874.....	66	46	112
“ “ “ 1875.....	89	50	139
“ “ “ 1876.....	84	64	148
“ “ “ 1877.....	76	72	148
“ “ “ 1878.....	91	84	175
“ “ “ 1879.....	100	100	200
“ “ “ 1880.....	105	93	198
“ “ “ 1881.....	103	98	201
“ “ “ 1882.....	94	73	167
“ “ “ 1883.....	88	72	160
“ “ “ 1884.....	71	69	140
“ “ “ 1885.....	86	74	160
“ “ “ 1886.....	93	71	164
“ “ “ 1887.....	93	62	155
“ “ “ 1888.....	94	62	156
“ “ “ 1889.....	99	58	167
“ “ “ 1890.....	95	69	164
“ “ “ 1891.....	91	67	158
“ “ “ 1892.....	85	70	155
“ “ “ 1893.....	90	64	154
“ “ “ 1894.....	84	66	150
“ “ “ 1895.....	82	68	150
“ “ “ 1896.....	72	69	141
“ “ “ 1897.....	76	73	149
“ “ “ 1898.....	74	73	147
“ “ “ 1899.....	77	71	148
“ “ “ 1900.....	77	67	144
“ “ “ 1901.....	72	66	138
“ “ “ 1902.....	68	70	138
“ “ “ 1903.....	67	64	131
“ “ “ 1904.....	68	66	134
“ “ “ 1905.....	67	74	141
“ “ “ 1906.....	71	76	147
“ “ “ 1907.....	72	72	144

II. Age of pupils.

	No.		No.
Six years.....	3	Seventeen years.....	8
Seven “.....	3	Eighteen “.....	2
Eight “.....	5	Nineteen “.....	8
Nine “.....	7	Twenty “.....	8
Ten “.....	8	Twenty-one “.....	4
Eleven “.....	11	Twenty-two “.....	6
Twelve “.....	10	Twenty-three “.....	1
Thirteen “.....	11	Twenty-four “.....	4
Fourteen “.....	11	Twenty-five “.....	2
Fifteen “.....	11	Over twenty-five years.....	8
Sixteen “.....	13		
		Total.....	144

III.—Nationality of parents.

	No.		No.
American.....	2	Hungarian.....	1
Canadian.....	76	Norwegian.....	1
English.....	32	Russian.....	1
Irish.....	10	Scotch.....	14
Italian.....	1	Unknown.....	2
Galician.....	1		
German.....	3	Total.....	144

IV.—Denomination of parents.

	No.		No.
Christian Science.....	1	Roman Catholic.....	26
Congregational.....	2	Salvationist.....	2
Baptist.....	6	Lutheran.....	3
Disciples.....	1	Jewish.....	1
Episcopalian.....	42	Greek Catholic.....	1
Methodist.....	32	Unknown.....	1
Evangelical Association.....	1		
Presbyterian.....	25	Total.....	144

V.—Occupation of parents.

	No.		No.
Agent.....	1	Lawyer.....	1
Bar-tender.....	1	Manufacturer.....	1
Barbers.....	2	Machinist.....	1
Bricklayers.....	2	Marble Dealer.....	1
Blacksmiths.....	2	Merchants.....	5
Butcher.....	1	Military.....	1
Chief of Police.....	1	Millwright.....	1
Carter.....	1	Miner.....	1
Captain.....	1	Painters.....	2
Carpenters.....	3	Printer.....	1
Clerk.....	1	Polisher.....	1
Civil engineer.....	1	Plasterers.....	2
Contractor.....	2	Physician.....	1
Cooper.....	1	Plumber.....	1
Cook.....	1	Policeman.....	1
Carriage-builder.....	1	Sailor.....	1
Conductors.....	1	Shoemakers.....	2
Cabinetmaker.....	1	Railway employees.....	2
Drover.....	1	Repairer.....	1
Electrician.....	1	Tanner.....	1
Engineer.....	1	Tailors.....	3
Farmers.....	37	Travellers.....	2
Firemen.....	2	Teamsters.....	4
Foreman.....	3	Tinsmiths.....	2
Gardeners.....	3	Weaver.....	1
Government officers.....	1	Warehouseman.....	1
Grocer.....	1	Unknown.....	5
Hostler.....	2		
Hotel-keepers.....	27	Total.....	144
Laborers.....			

VI.—Cities and counties from which pupils were received during the official year ending 30th September, 1907.

County or city.	Male.	Female.	Total.	County or city.	Male.	Female.	Total.
District of Algoma	4	2	6	District of Nipissing.....	3	3	6
City of Belleville.....				County of Norfolk.....		2	2
County of Brant	1		1	“ Northumberland....	1	1	2
City of Brantford	2	1	3	“ Ontario			
County of Bruce	1	2	3	City of Ottawa.....	3	3	6
“ Carleton.....		1	1	County of Oxford.....	1	3	4
“ Dufferin.....	1		1	“ Peel	1		1
“ Dundas.....				“ Perth	1	2	3
“ Durham	1		1	“ Peterborough		3	3
“ Elgin	1	1	2	“ Prince Edward.....			
“ Essex	1	2	3	“ Prescott	2		2
“ Frontenac				“ Renfrew			
“ Glengarry	1	1	2	“ Russell.....	1	2	3
“ Grenville.....		1	1	City of St. Catharines			
“ Grey		1	1	“ St. Thomas			
City of Guelph.....	1	1	2	“ Stratford	1	1	2
County of Haldimand.....				County of Simcoe.....	1	1	2
“ Haliburton.....				“ Stormont.....			
“ Halton	1		1	City of Toronto.....	12	14	26
City of Hamilton	1	2	3	County of Victoria	2		2
County of Hastings				“ Waterloo.....	3	1	4
“ Huron.....	3	1	4	“ Welland		1	1
City of Kingston	1		1	“ Wellington		1	1
County of Kent.....	1		1	“ Wentworth	2	2	4
“ Lambton	5	2	7	“ York.....	1	1	2
“ Leeds	3		3	*Saskatchewan	2	4	6
“ Lanark	1	1	2	*Alberta.....	1	1	2
“ Lennox				*Manitoba.....	2	2	4
“ Lincoln				*British Columbia	1		1
City of London	1	1	2	District of Parry Sound.....			
County of Middlesex		4	4				
District of Muskoka.....				Total.	72	72	144

*On Payments.

VII.—Cities and counties from which pupils were received from the opening of the Institution till 30th September, 1907.

County or city.	Male.	Female.	Total.	County or city.	Male.	Female.	Total.
District of Algoma.....	7	4	11	County of Haldimand	4	5	9
City of Belleville.....	3	1	4	“ Halton	7	3	10
County of Brant	9	7	16	City of Hamilton	14	19	33
City of Brantford	16	10	26	County of Hastings.....	5	5	10
County of Bruce	9	11	20	“ Huron.....	13	10	23
“ Carleton.....	2	2	4	City of Kingston.....	7	4	11
“ Dufferin.....	2	1	3	County of Kent.....	10	6	16
“ Dundas	3	3	6	“ Lambton	19	7	26
“ Durham	4	4	8	“ Leeds	14	4	18
“ Elgin	7	6	13	“ Lanark	3	4	7
“ Essex	12	20	32	“ Lennox	4	1	5
“ Frontenac	5	2	7	“ Lincoln	3	3	6
“ Glengarry.....	8	1	9	City of London	11	10	21
“ Grenville.....	2	2	4	District of Nipissing.....	7	4	11
“ Grey	9	12	21	County of Middlesex	9	13	22
City of Guelph	4	3	7	District of Muskoka	3		3

VII.—Cities and counties from which pupils were received from the opening of the Institution till 30th September, 1907.—*Continued.*

County or city	Male.	Female.	Total.	County or city.	Male.	Female.	Total.
County of Norfolk	10	9	19	City of Toronto	62	45	107
“ Northumberland	5	9	14	County of Victoria	8	12	20
“ Ontario	1	9	16	“ Waterloo	12	5	17
City of Ottawa	17	3	20	“ Welland	6	4	10
County of Oxford	7	11	18	“ Wellington	10	8	18
“ Peel	12	1	13	“ Wentworth	10	10	20
“ Perth	9	10	19	“ York	18	16	34
“ Peterborough	13	5	18	*Province of Quebec	4	1	5
“ Prince Edward	6	12	18	*Saskatchewan	3	5	8
“ Prescott	4	1	5	*United States	1	1	2
“ Renfrew	2	6	8	*British Columbia	1	1	2
“ Russell	4	3	7	*Manitoba	3	2	5
City of St. Catharines	12	1	13	District of Parry Sound	1	1	2
“ St. Thomas	3	12	15	*Alberta	1	1	2
“ Stratford	3	1	4				
County of Simcoe	11	11	22				
“ Stormont	5	1	6				
				Total	488	371	859

*On Payment.

VIII.—Cities and counties from which pupils were received who were in residence on 30th September, 1907.

County or city.	Male.	Female.	Total.	County or city.	Male.	Female.	Total.
District of Algoma	3	1	4	County of Norfolk	1	1	2
City of Belleville	1	1	2	“ Northumberland	1	1	2
County of Brant	1	1	2	“ Ontario	3	3	6
City of Brantford	1	1	2	City of Ottawa	1	2	3
County of Bruce	1	2	3	County of Oxford	1	2	3
“ Carleton	1	1	2	“ Peel	1	1	2
“ Dufferin	1	1	2	“ Perth	1	1	2
“ Dundas	1	1	2	“ Peterborough	2	2	4
“ Durham	1	1	2	“ Prince Edward	2	2	4
“ Elgin	1	1	2	“ Prescott	1	1	2
“ Essex	1	1	2	“ Renfrew	1	2	3
“ Frontenac	1	1	2	“ Russell	1	2	3
“ Glengarry	1	1	2	City of St. Catharines	1	1	2
“ Grenville	1	1	2	“ St. Thomas	1	1	2
“ Grey	1	1	2	County of Simcoe	1	1	2
City of Guelph	1	1	2	“ Stormont	11	10	21
County of Haldimand	1	1	2	City of Toronto	2	2	4
“ Haliburton	1	1	2	County of Victoria	1	1	2
“ Halton	1	1	2	“ Waterloo	1	1	2
City of Hamilton	1	1	2	“ Welland	1	1	2
County of Hastings	3	1	4	“ Wellington	2	2	4
“ Huron	3	1	4	“ Wentworth	1	1	2
City of Kingston	1	1	2	“ York	1	1	2
County of Kent	1	1	2	British Columbia	1	1	2
“ Lambton	3	2	5	Quebec	2	2	4
“ Leeds	3	3	6	Manitoba	2	2	4
“ Lanark	1	1	2	District of Parry Sound	2	3	5
“ Lennox	1	1	2	“ Rainy River	1	1	2
“ Lincoln	1	1	2	Saskatchewan	1	1	2
City of London	1	1	2	Alberta	1	1	2
“ Woodstock	2	2	4	City of Woodstock	1	1	2
County of Middlesex	2	2	4				
District of Muskoka	2	1	3				
“ Nipissing	2	1	3	Total	61	51	112

Ontario Institution for the Education of the Blind, Brantford, Ontario, Canada. Maintenance Expenditures for the year ending 30th September, 1907, compared with preceding year.

Item.	Service.	30th September, 1906. Average number, 110.			30th September, 1907. Average number, 111.		
		Total Ex- penditure, 1906.	Yearly cost average 110.	Weekly cost average 110.	Total Ex- penditure, 1907	Yearly cost average 111.	Weekly cost average 111.
		\$ c.	\$ c. c. mls		\$ c.	\$ c. c. mls	
1	Medicines, Medical Comforts . .	64 58	58	1.1	87 80	78	1.5
2	Butcher's Meat, Fish and Fowls..	1,594 89	14 49	27.7	1,611 34	14 51	27.7
3	Flour, Bread and Biscuits	413 60	3 76	7.2	418 71	3 77	7.2
4	Butter and Lard	1,144 41	10 40	20.	1,252 40	11 28	21.6
5	General Groceries	1,067 98	9 70	18.6	1,040 62	9 37	18.
6	Fruit and Vegetables	224 67	2 04	3.9	211 05	1 90	3.9
7	Bedding, Clothing and Shoes . . .	437 60	3 97	7.6	394 62	3 55	6.8
8	Fuel—Wood, Coal and Gas	3,176 73	28 88	55.5	3,758 23	33 85	65 1
9	Light—Electric and Gas	745 74	6 78	13.	950 49	8 56	16.4
10	Laundry, Soap and Cleaning . . .	231 84	2 10	4.	230 98	2 08	4.
11	Furniture and Furnishings	529 29	4 81	9.2	463 58	4 17	8.
12	Farm and Garden—Feed and Fodder	781 73	7 10	13.6	655 18	5 90	9.4
13	Repairs and Alterations	821 48	7 46	14.3	1,105 38	9 90	19.
14	Advertising, Printing, Stationery, etc.	427 09	3 88	7.4	526 13	4 74	9.
15	Books, Apparatus and Appliances.	865 14	7 86	15.1	782 04	7 04	13.5
16	Miscellaneous, unenumerated . . .	1,170 64	10 64	20.4	981 93	8 84	17.
17	Pupils' Sitzings at Church	200 00	1 81	3.4	200 00	1 80	3.5
18	Rent of Hydrants	160 00	1 45	2.8	160 00	1 44	2.6
19	Water Supply	277 75	2 52	4.8	301 42	2 71	5.5
20	Salaries and Wages	18,018 58	163 80	315.	18,248 63	164 40	316.1
21	Repairs to Buildings, Furniture, etc.	376 73	3 42	6 5	1,236 68	11 14	21.4
		32,700 47	297 27	571.6	34,617 21	311 86	599.7

30th September, 1907.

Certified Correct,

W. N. HOSSIE,

Bursar.

